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ABSTRACT

This document is comprised of reference information to aid Educational Development Teams in developing programs for nontraditional students in the Junior College Educational Improvement System Program. Following a discussion of Educational Change Through a Change Team, a brochure titled "The EDO: New Man on the Junior College Campus" analyzes the Educational Development Officer's (EDO) role in the junior and community college. The support package contains discussions of the following topics: Characteristics of the Disadvantaged Student; Description of the Needs of the Disadvantaged Students; Present Resources Available; Student Personnel Services (description of programs); instructional Assistance (summary of books available on self-instruction, and listing of college instructors developing individualized materials by content areas); Summary of Present Programs and Policies in Participating Schools (taken from base-line data information sent to schools in April 1971); Projected Models (Summary of final EDT plans); and Other Information (Dr. Oscar Mink's articles). (DB)

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ED 095953

INSTITUTIONAL SUPPORT PACKAGE

UNITED STATES OFFICE OF ECONOMIC OPPORTUNITY

FOR

COMPREHENSIVE PLANNING AND STAFF TRAINING FOR COMMUNITY COLLEGE PERSONNEL (STATE & LOCAL LEVEL) FOR THE STATE OF NORTH CAROLINA

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EDUCATIONAL CHANGE THROUGH A CHANGE TEAM

Beginning July 1, 1970 the Junior College Division of the National Laboratory for Higher Education (formerly the Regional Education Laboratory for the Carolinas and Virginia) received an OEO grant for Comprehensive Planning and Staff Training for Community College Personnel for the State of North Carolina. As of now, the project is in the final phase -- implementation of plans developed by teams attending the training sessions. The purpose of this brief paper is to explain the strategy used to facilitate planned educational change through the use of a change team. A brief digression is necessary to show how this concept is related to the much more comprehensive program of the Junior College Division of the NLHE (their program is called Educational Improvement System).

The overall goal of the Junior College EIS Program is the development of a systems approach to instruction following the broad institutional changes recommended by Bloom (Learning for Mastery) with the end being increased instructional effectiveness as measured by increased student learning. Clearly, the above goal suggests far-reaching change involving all personnel within a given institution. Such change cannot be accomplished by a single innovation or even a group of innovations, unless all are tied to an overall stragegy for controlled change and redirection. Visits to several two-year institutions have convinced the writer that many

of the changes being considered or being implemented are rather superficial and not likely to result in really meaningful change, especially if one looks at these changes from the students point of view. This is to be expected since far-reaching educational change is a slow process. Some educational researchers such as Mort and Cornell (1941) and Mort (1964) have reported that "an extravagantly long time elapses before an insight into a need (or discovery that a practice is indefensible) is responded to by innovations destined for general acceptance" (Mort 1964). These researchers suggested that the lag may be as great as fifty years. The EIS Program and the OEO Project hopefully will provide the means for institutional personnel to drastically reduce the time required to initiate and sustain far-reaching educational changes.

Who is to serve as the change agent? How is the change to be directed and sustained? An outside person or group may initiate such a procedure; but, if the program is to continue after the initial thrust, there must be a resident director of the change program or strategy at the institution. This person has been labeled the Educational Development Officer. Other places have used other titles such as "classroom facilitator" (so designated at Kendall College).

Finally, what are perceived as the duties of the EDO or resident change agent? These questions are answered in detail in a NLHE brochure, The EDO: New Man on the Junior College Campus. (A copy of this brochure is included in this support package.)

Basically the EDO is a change agent with the job of managing change and supporting instructional improvement by individual faculty members.

How does the Educational Development Team(EDT) tie into the above concept? The concept of a team of change agents drawn from the major operating divisions of an institution is simply an extention of the functions ascribed to the EDO. By forming a team composed of administrators, student support service and instructional personnel we can expect more comprehensive, better integrated and more consistent program planning. The EDO could be a member of such a team and still maintain his primary function -- facilitating greater instructional effectiveness in his faculty. The team could serve as a permanent standing committee charged with initiating, sustaining and evaluating overall program success in terms of the institution's long-range goals. Perhaps a team would initiate changes or set goals for the institution. As the program was implemented a full time change agent -- EDO -- might be hired. The important point here is not a question of which came first, the chicken or the egg, but that a single change agent with in-depth training in improving instruction and a cross-departmental planning team to facilitate long-range and overall institutional change are needed.

The job of an EDT is to do whatever is required to bring about planned change and to assure that all changes are tied to <u>improved student learning</u>. Any policies which inhibit real student learning and/or do not foster those ideals which we preach

under the heading of "superior teaching" have got to be changed. The EDT's job is to help set the goals and keep them clearly in front of their staff and then see that those policies which, either by design or accident, funnel or restrict real learning are removed. This is a staggering job and IT WILL NOT OCCUR OVERNIGHT.

The problem of improving instruction is well stated by the Coastal Plains Regional Commission who say:

> We cannot afford to waste hours on training methods which are not doing the job when it can be done better and more quickly. But more important, we cannot allow people to exist with self-effacing attitudes and with hate for their "oppressors", when they can become responsible, self-respecting, productive persons. They are too important to the economic and social development of North Carolina, and they are much too important as people. This, then, is the challenge to the community colleges.

The key points from my point of view are: (1) attitude problems are inevitable due to class differences which means we must assist teachers to become more receptive to different value perceptions than their own middle-class base, and (2) we must find and <u>then use</u> teaching practices which are effective for a different type of learner -- nontraditional learner which means we need to give more attention to non-verbal or low-verbal techniques.

The EDT must also set realistic priorities and still not get trapped into inaction or sidetracked onto lengthy debates over what are side issues. If the real problem is a rigid adherence to group teaching methods which cause many students to fall behind and then drop out, don't spend three months arguing over whether you should change your incomplete to F policy -- go after

more flexible classroom teaching procedures. As the previous quote said, "don't waste time on training methods which are not doing the job".

In conclusion the Junior College Division to the NLHE is committed to improving instruction through its Educational Improvement System(EIS). This plan calls for a change director the EDO (Educational Development Officer). Our project is built upon the above program and simply expands the scope of responsibility for change to a team of change agents. The mission of both the EIS program and OEO project are really the same. It is: IMPROVEMENT OF THE OVERALL ENVIROMENT FOR STUDENT LEARNING THROUGH THE CONCEPT OF ACCOUNTABILITY FOR STUDENT LEARNING.

We must, if we really believe in the "open door" policy of our public two-year institutions, make it a reality. Present practices are not doing the job, especially for learners who for whatever reason can't or won't keep with "the group". The time for talking about individual differences is definitely in the past. We need now to operationalize individualized instruction which can begin to meet differences. A man was riding in the country and realized he was lost. He stopped when he saw a farmer in a field near the road. He asked the farmer how to get to Spindale. The farmer scratched his head, began to give directions, then stopped. He did this three times. Then he finally said, "come to think of it stranger, you can't get there from here!" Present practices won't let us get there from here. There are alternatives which have shown they can get us there from here. IT IS WAY PAST TIME TO DO THEM!

THE EDO | NEW MAN ON THE JUNIOR COLLEGE CAMPUS

NATIONAL LABORATORY FOR HIGHER EDUCATION | NLHE

The National Laboratory for Higher Education (NLHE), formerly the Regional Education Laboratory for the Carolinas and Virginia (RELCV), is an independent, nonprofit corporation. Established in 1966, its primary mission is to put the results of educational research into practice. NLHE, headquartered in Durham, N. C., works cooperatively with schools and colleges to improve classroom instruction and to develop more effective management techniques.

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What is an EDO?

An EDO is an Educational Development Officer, a new kind of college administrator: a full-time catalyst for change. Now being translated into practice by the National Laboratory for Higher Education (NLHE) in cooperation with several community colleges, the concept of the EDO can be traced back more than a decade to a widely heralded speech by Ford Foundation executive Philip Coombs. Criticizing the slowness of the change process in higher education, Coombs called for the creation of a new administrative post to spur innovation and constructive change at every institution of higher learning.

In 1965, the concept was applied specifically to the two-year community college by B. Lamar Johnson of UCLA.

As the concept has been refined by NLHE's Junior and Community College Division, the EDO is an innovation-minded professional who questions existing practices and works constantly for constructive change. Since the junior college is devoted to teaching and learning above all else, the EDO functions primarily as a specialist in the improvement of instruction.

In four-year institutions, the EDO serves in a staff capacity to the president and aids constructive change in administrative and organizational practices.

Why does the junior college need an EDO?

The phenomenal growth of junior colleges, both in number and in size, has been accompanied by their rising reputation as institutions providing opportunity for all. Two of the most acclaimed and respected features of the community college are its "open door" admission policies, which promise academic or vocational training to the disadvantaged, and its "superiority" as a teaching institution,

which promises success to the individual learner.

Unfortunately, reputation has often outstripped reality. Frequently, the open door becomes a revolving door. Many students enroll only to fail or drop out, disillusioned. It is true that admission requirements are generally minimal. But unless student needs are met, the open door only creates a traffic problem.

Similarly, if student needs are not met, instruction clearly is not superior; it is not even adequate. There is little evidence that community colleges are superior teaching institutions; in fact, their own personnel have listed instructional improvement as a pressing need. One of the chief difficulties is that most community college instruction is traditional, although many of the students are not.

Inescapably, the community college needs to change in order to fulfill its unique promise. Change, in this case, means instructional improvement which will guarantee learning by the individual student, whatever his background. And the EDO is intended to be the catalyst for just this sort of change.

What is the role of the EDO?

The community college EDO serves as a catalyst for the improvement of instruction and as a specialist in the techniques and resources involved in this process. He provides instructional leadership, assuring that the college is accountable for the learning—or lack of learning—which takes place among its students. Accountability requires setting specific learning objectives; if they are not achieved by the students, the program is ineffective and must be revised.

The EDO sees that sound learning objectives are set, incorporating not only subject matter but also techniques reflecting psychological findings about how people learn. He insures maximum use of research methodologies for improving instruction, and sees that research data on student learning play a prime role in institutional planning and decision-making.

How can the EDO help improve instruction?

First, the very creation of his position must represent a firm commitment by the college to improving the quality and increasing the quantity of learning among its students. Second, the EDO must have the solid support of the president and other key administrators, and he must have the confidence and cooperation of the faculty.

In such an environment, the EDO must strive initially to shift the focus of the instructional program from teaching to learning. In simple terms, this means training faculty members to present material so that their students, however diverse in background, can master it. Because of the great diversity among community college students, it is obvious that instruction of this kind must be individualized. At the same time, however, it is clear that instruction of students *en masse* cannot be individualized in the two-on-a-log sense. The systems approach to instruction provides an answer to this dilemma, and the implementation of this approach lies at the heart of the EDO's task.

One of his primary functions is to assist faculty members in employing the systems approach. To do so, the EDO must help faculty develop not only the necessary skills but an accurate understanding of, and a positive disposition toward, the approach itself.

What is the systems approach to instruction?

The systems approach is not, as some of the uninitiated suppose, cold and mechanical. It does not dictate or limit curriculum content. As developed by NLHE's Junior and Community College Division,

the systems approach applies to any course content. It encompasses not only teaching facts and principles but the development of attitudes and personality, and permits a virtually unlimited variety of teaching-and-learning situations.

Essentially, the systems approach is a process consisting of six steps:

1. The instructor derives a rationale for the course, analyzing what the students are to learn and why. In other words, the instructor defines—and defends—the learning goals he sets for his students.

2. Learning goals are broken down into sequences of learning tasks, and each task is stated as an objective with precise performance indicators against which student progress can be measured.

3. The instructor develops a variety of self-instructional learning activities to match the requirements of each learning task and the different learning styles of diverse students.

4. The instructor pretests his students to determine their individual needs and to identify at what point each of them should begin work in the sequence of tasks leading toward the course goals.

5. The instructor posttests his students to determine their mastery of each task in the sequence.

6. The instructional program is continuously evaluated and revised as necessary to increase student mastery of the tasks and, ultimately, the course.

So where does the EDO come in?

The EDO is there at every step of the way. After acquainting faculty with the systems approach and earning their support for it, the EDO supervises its implementation and serves as the faculty's chief source of guidance and of research data. His major functions are:

1. To train faculty in the skills they need to use the systems approach effectively, providing them with leadership and technical assistance.

2. To help select and state measurable learning objectives, the EDO asks two key questions:

- Is each objective a clear statement of what the student will be able to do as a result of successfully completing a specific task?
- Do course objectives include some which describe a positive attitude toward the subject matter?

The EDO supplies data on student and societal needs to help faculty determine course content, deriving his conclusions from literature review and survey research. For example, the EDO might conduct surveys of student problems, community employment needs, skills required for various occupations and for transfer to senior institutions. He is less concerned with the third area determining course content—subject matter needs—because the teachers are presumably experts in their own disciplines.

3. To help with measurement problems, the EDO serves as a consultant to faculty as they construct criterion tests for the before-and-after measuring of student achievement. Here again, the EDO raises two key questions:

- Is the test accompanied by a scoring key or other information indicating what constitutes adequate performance?
- Are all test items specifically related to the predetermined learning objectives?

The EDO suggests procedures for item sampling, means of employing data-processing systems, and methods for measuring complex objectives.

He also helps establish inter-instructor scoring reliability to promote consistency in assessing student achievement.

4. To help design learning activities, the EDO poses several questions about learning variables:

- Do the activities include frequent practice for the student?

- Will the student have immediate knowledge of his own progress?
- Is course content broken into small units, and does each unit consist of learning steps in sequence?
- Are there provisions for different learning rates?
- Are directions for the student clear?
- Are various media employed to allow for different learning styles?

It is at this stage that the EDO calls on his knowledge of learning principles and theories and of the behavioral sciences. He insures that learning activities are designed to take advantage of psychological findings regarding the learning process.

5. To help with the continuous revision of programs, the EDO operates on two levels. He continues to serve as a resource for faculty, and he conducts instructional research and evaluation.

To assist teachers in the revision of their learning objectives, activities, and tests, the EDO raises three basic questions:

- Did the teacher gather all necessary data on student achievement?
- Did the teacher interview students for added diagnostic data?
- Did the teacher gather data on student attitudes?

In his own research and evaluation, the EDO observes and describes the total impact of the instructional system at each stage of revision. He also investigates alternative learning activities aimed at the same objectives. A principal function of the EDO is to exploit research methodologies for the improvement of instruction, investigating any factor which is thought to influence learning and applying the results directly to the college's program.

6. To promote research-based decisions in all areas of institutional life which affect student learning, the EDO provides data for the college president and others determining administrative policies, practices, and procedures. Some of these areas are: admissions policies, counseling and placement services, grading practices, and class withdrawal procedures. When decisions are made in learning-related areas, the EDO evaluates the results in terms of their impact on learning. This function is a major one because the EDO is expected to increase the number of administrative decisions which are based on research related directly to learning.

Are there any EDOs now working in community colleges?

Yes. In cooperation with NLHE, 20 community colleges in the Carolinas and Virginia have appointed EDOs. Working closely with the NLHE staff, these EDOs have initiated many learning-improvement projects. Several have conducted research which led to policy changes aimed at increasing the quality and quantity of student achievement.

In a related effort, NLHE and the EDOs are working together to implement the systems approach to instruction. To date, more than 600 faculty members at participating colleges have received training in instructional systems. So have about 600 instructors at other community colleges.

Here is an example of an EDO in action. At one college, the EDO helped a faculty member convert a traditional English composition course into a series of 37 self-instructional units. When the revised course was under way, a volunteer student committee met periodically with the instructor and the EDO to recommend refinements. The EDO gathered statistics on student achievement which were used by the committee as guides to change, resulting in decisions to combine several units, add an optional unit on grammar review, insert sample paragraphs and essays into certain units, and expand the number of theme topics. Students participated in course evaluation, commenting on the skills they acquired, their attitudes toward the course, and its relevance to their academic and career interests.

At semester's end, the EDO compared "before and after" test results to determine how the course revision affected student achievement. He was able to do so because many tests were essentially the same as those used previously, and because students were not specially selected for either the traditional or the revised course. The EDO found that the proportion of students receiving A and B grades rose from 25 to 75 percent in the shift from traditional to "systems" instruction.

Is EDO instruction available?

Yes. NLHE's Junior and Community College Division staff conducts periodic workshops for EDOs, administrators, and faculty in the systems approach to instruction.

Additionally, under development is a series of 10 packages of self-instructional materials for EDOs on the following topics:

1. Objectivity in Data Gathering
2. Selection of Instructional Variables in Light of Learner Characteristics
3. Revising Instructional Materials in Light of Try-Out Data
4. Program Criterion Measures
5. Documenting Multiple Effects of Instruction on Learners
6. Locating, Interpreting, and Displaying Research Evidence
7. Summary Statistics for Documenting Criterion-Referenced Instruction
8. Validity and Reliability of Tests for Criterion-Referenced Instruction
9. Sampling
10. Information Technology Decisions for Instructional Improvement.

INSTITUTIONAL SUPPORT PACKAGE

This package contains selected summaries of information reviewed by the OEO Project staff in the course of our training year. It's purpose is to present reference information which will be of help to EDT's in the course of the coming year. Eight main topics are covered (see table of contents). Each of these topics deal with specific descriptions which should be of help in developing programs for non-traditional students.

TOPIC 1 - CHARACTERISTICS OF NON-TRADITIONAL STUDENTS

The single overriding characteristic of such a student is his inability (usually cumulative) to operate effectively (as defined by the norm for his school class(s)) in the traditional school setting and a growing sense of personal inadequacy resulting in the early termination of his formal school training. Wilkerson identifies the following characteristics of disadvantaged students:

1. Low achievement: "not learning at the pace and to the degree which we have come to expect as the norm."
2. Low academic motivation: "don't come to, and are not eager to learn, don't respond to the usual academic rewards and punishments that we offer."
3. Low self-esteem, poor ego control, or negative self-concept.
4. "Norm varying conduct"--disciplinary problems.
5. Conflict with the home (there is considerable disagreement among writers on this point).

He summarizes his observations when he says, "the school must change radically before we can get the disadvantaged to change."

Pearl notes the disadvantaged student is, "a kid who has no credit cards." He further notes that, "the poor don't suffer from a lack of future orientation--they suffer from a lack of future."

Schueler suggests that the disadvantaged are groups totally removed from traditional educational values. He says they need:

1. a unique body of training

2. "help to fashion a community for which they have few models in their own life."

3. to get involved in their actual setting--a setting very much removed from "traditional" educational environments.

Dr. Saul Cohen, in a speech given to an NDEA Institute for Advanced Study in Teaching Disadvantaged Youth held in Washington in 1967, described the disadvantaged as follows:

> Along with the lack of verbal skills that characterizes many disadvantaged children, comes a kind of attitudinal starvation. Their diet is deficient in those perceptions of reality about themselves and about the world that can make motivation to learn and achieve possible, that can stimulate them to acquire skills which are universally helpful, that can enable them to choose a working set of positive values.

Irwin Katz, based on studies with fourth through sixth grade black students who were low achievers (as measured by standard achievement tests) concluded:

> Poor students engaged in more self-criticism and were less favorable in their total self-evaluations than good students....They seemed to have internalized a most effective mechanism for self-discouragement....The likeihood that self-imposed failure operates as an anxiety-reducing mechanism in disadvantaged male pupils is clearly indicated.

Kenneth Clark discusses the effect of traditional schools and their predominant class and social organization and notes that such factors are, "consistently associated with a lower level of educational effieiency in the less privileged schools. He further notes the effect of traditional schools on inefficient (non-traditional) learners. He says the following outcomes occur for such students:

1. Marked and cumulative academic retardation in a disproportionately high percentage of these children beginning in the third or fourth grade and increasing through grade eight.

2. A high percentage of dropouts in junior and senior high schools of students unequipped academically and occupationally for a constructive role in society.

3. A pattern of rejection and despair and helplessness resulting in massive human wastage.

Finally, John Roueche, after studying remedial education in the community junior college, noted that the low-achieving students (non-traditional students) could be identified as those students who suffer from one or more of the following characteristics:

1. Graduated from high school with a low "C" average or below (we would go one step further and include those who failed to graduate).

2. Are severly deficient in basic skills, i.e., language and mathematics.

3. Have poor habits of study (and probably a poor place to study at home).

4. Are weakly motivated, lacking home encouragement to continue in school.

5. Have unrealistic and ill-defined goals (we would add here that this factor if further aggravated by the fact that even well defined goals may not be perceived as "realistic" if they are not congruent with the dominant values supported by the school).

6. Represent homes with minimum cultural advantages (especially if contrasted with traditional culture) and minimum standards of living.

7. Are the first of their family to attend college, hence have a minimum understanding of what college requires or what opportunities it offers.

In summary, the non-traditional students which will be the target group for our program are those students who have:

1. A past history of poor academic performance as measured by traditional measures of achievement generally characterized by cumulative verbal and mathematical deficiencies.

2. Severe attitudinal weaknesses, i.e., low or no motivation for further learning, low levels of aspiration, and severely limited self-worth (self-concept).

3. Generally non-supportive economic, social and cultural environments.

4. Belong to minority groups, either racial or economic, and usually a combination of the two, i.e., black lowest socioeconomic strata or Indian lowest socioeconomic strata.

REFERENCES - Topic 1

Doxey Wilkerson, "What Teachers Need to Know," in the Atlanta Area Workshop on Preparing Teachers to Work with Disadvantaged Youth, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, Report/Two (Washington, D.C.: American Association of Colleges for Teacher Education, 1968), pp. 4-5. (Hereafter referred to as The Atlanta Area Workshop.)

Arthur Pearl, from speeches of Dr. Arthur Pearl, Department of Education, University of Oregon, Eugene, Oregon (unedited), no data available, p. 14.

Herbert Schueler, "Teacher Education for the Disadvantaged: An Overview," in The Atlanta Area Workshop, p. 16.

Saul Cohen, in New Curricular Materials and the Teaching of the Disadvantaged, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, Report/One (Washington, D.C.: American Association of Colleges for Teacher Education, 1968).

Irwin Katz, "Academic Motivation and Equal Educational Opportunity," in Equal Educational Opportunity (Cambridge, Mass.: Harvard University Press, 1969), pp. 62-65.

Kenneth B. Clark, "Alternative Public School Systems," in Equal Educational Opportunity, p. 173.

Thomas B. Merson, "Let's Find the Answers" (Speech to the American Personnel and Guidance Association, 28 March 1961, at Denver Hilton Hotel), Mimeographed, p. 61.

TOPIC 2 - DESCRIPTION OF THE NEEDS OF DISADVANTAGED STUDENTS

Part I

The following information is included:

1) An identification of the poor in North Carolina
2) A summary of state, county and local agencies which have been established to raise the standard of living of the poor
3) A summary of studies made and programs developed for disadvantaged students through the North Carolina Department of Community Colleges and/or the community colleges and technical institutes themselves

Identifying the Poor in North Carolina

By and large, people are labeled "disadvantaged" because of deficits in three main areas: cultural, economic and educational. It is extremely difficult to separate these areas because deficits in one area usually lead to deficits in another. For example, lack of education limits opportunity for advancement and usually limits an individual's potential earnings. Therefore, persons in occupations that require little formal education generally receive higher incomes as their educational level increases.[1] Similarly, lack of educational opportunities limits aspects of cultural growth and social mobility.

Economic and Educational Profile

The following review of conditions of poverty in North Carolina is somewhat dated since figures from the 1970 Census are not available at this time.

The most recent analysis of the number of poor people living in North Carolina is based on a regional study (Region IV) made by OEO of the net buying power per capita according to the income levels of 1959-1969. From this study, OEO estimated that there were 835,000 people in the state of North Carolina in 1969 who could be classified as "poor". On a percentage basis of 100% poverty, the incidence of poverty in North Carolina was estimated to be 16.3% in 1969.[2]

North Carolina's per capita income for 1968 (preliminary report) was $2,606, which was substantially below the national average of $3,412. This ranked North Carolina as 43rd in the nation.[3]

In 1960 over one fifth of North Carolina's population had less than an 8th grade education and over one third had less than a high school education (based on figures from the 1960 Census). Thus, North Carolina ranked 41st in the nation in 1960 with respect to adults, 25 years old and over, who were high school graduates.[4]

The above information presents an index of the economic and educational conditions of North Carolina's "poor". However, for purposes of our program, we wish to consider a specific group within this total population i.e., the disadvantaged junior college student. Our primary source of information about these students is based on a study conducted for the North Carolina Department of Community Colleges. This study, done by Bolick,[5] investigated the socio-economic conditions of students enrolled in credit programs in 42 institutions in North Carolina during the winter quarter 1967-68. Results of this study are as follows:

Age: 74% of the students enrolled in credit programs are between the ages of 18 and 22

Family Income: 24% of the students are from families earning less than $4,000 per year

Parents Education: 62% of the fathers and 54% of the mothers have less than a 12th grade education

Employment: 53.5% of the students are employed at least part-time

Race: 13% non-white were enrolled in these institutions as compared to 25.4% total non-white population in North Carolina (based on figures from the 1960 Census)

Agencies Established to Raise the Standard of Living of the Poor

Several sources were contacted for information about the following:

What agencies have been established

What is the function and/or functions of these agencies

Are any of these agencies working on programs specifically designed for the disadvantaged junior college student

The initial sources contacted were the Manpower Development Cooperation (MDC) in Chapel Hill, North Carolina and the North Carolina Department of Community Colleges. The staff at MDC supplied us with several publications dealing with the conditions of poverty in the state during the 1960's.[6] They also gave us a list of the agencies they had contacted in their attempt to estimate the number of poor people in North Carolina and identify their "needs".

The North Carolina Department of Community Colleges was extremely helpful in directing us to sources available. We were given information about the adult basic education programs in the state and were supplied with a report by the Coastal Plains Regional Commission which dealt with the disadvantaged population in the Coastal Plains region of the

state.[7] The report is in four parts. Part III is an Inventory of Motivational Programs developed by North Carolina Community Colleges and Technical Institutes. It includes a description of each of these programs. In addition, and this was extremely helpful to our program, this report includes an Inventory of Motivational Programs in Public Agencies. The inventory covers state, regional, and county programs which seem important from motivational standpoints and relate directly to training, upgrading and increasing incomes.

The main groupings of programs or agencies inventoried are:

Work training programs
Vocational rehabilitation, social service, and health programs
Department of Agriculture programs
Community Action type programs
Education programs
Industrial development
Church and United Fund groups

A more complete inventory of these programs will be included under Topic 3 - Present Resources.

Studies and Programs Dealing with the Disadvantaged Junior College Student in North Carolina

The two major studies have been referred to in previous sections of this report. They include:

Socioeconomic Profile of Credit Students in North Carolina Community College System by Gerald M. Bolick, 1969, North Carolina Department of Community Colleges.

Motivation Project Final Report (Part I to LV) by Elanor Lloyd and Carolyn Cobb, North Carolina Department of community Colleges Contract No. 1004004, Coastal Plains Regional Commission.

By and large, the majority of community colleges are engaged in programs designed for the disadvantaged and include:

Guided studies
Adult Basic Education and Adult High School Education
Learning Lab
Manpower Development Training Act Programs
New Industry Programs[8]

In addition, many institutions have developed programs utilizing special funds from the Federal Vocational Education Act. These funds are allocated by a special formula which allows 15 percent for the disadvantaged and 10 percent for the handicapped. The Motivation Project Report lists these programs by institution for the Coastal Plains Area.[9]

REFERENCES - Topic 2 - Part I

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2. Information obtained from Select Committee on Nutrition and Human Need, U.S. Senate - Office of Senator George McGovern.

3. Lloyd and Cobb (op. cit.) p. 31.

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5. Bolick, Gerald M., Socio-Economic Profile of Credit Students in North Carolina Community College System, North Carolina Department of Community Colleges, July 1969, Final Report Project No. 8-C-033, U.S. Department of HEW, Office of Education, Bureau of Research.

6. Bolick, Gerald M. (op. cit.)
Brooks, Michael, The Dimensions of Poverty in North Carolina, Monograph No. 1, June 1964, The North Carolina Friend.
North Carolina's Present and Future Poor: A Study Based on Interviews With 11,600 Families in 31 Low-Income Neighborhoods, The North Carolina Friend, 1965.

7. Lloyd and Cobb (op. cit.) Part I, II, III, IV.

8. Lloyd and Cobb (op. cit.) Part III - Inventories of Motivational Programs, p. 1.

9. Lloyd and Cobb (op. cit.) Part III - Inventories of Motivational Programs, pp. 62-108.

TOPIC 2

Part II

This section will present portions from the Motivation Project Final Report (see complete reference in bibliography).

The recommendations of this report are summarized as follows:

Recommendations for Individual Needs and Abilities

1. Develop more outreach and public relations activities.
2. Provide more counseling and support services.
3. Provide added in-service training.
4. Provide awareness training sessions.
5. Maintain more liaison between institutes and public schools.
6. Emphasize newer teaching methods.
7. Involve students, industry, and the poor in planning.
8. Develop curricula for arts and drama, and ecology.

Recommendations for Environmental Conditions

1. Develop estimates of local manpower needs.
2. Coordinate institution activities with employer needs.
3. Offer and promote more skill training courses.
4. Provide more community classes.
5. Provide transportation where needed.
6. Assist trainees to obtain jobs.

NEED FOR THE STUDY

Recently the Community College System has taken a new look at educating the disadvantaged. The disadvantaged population provides a large reservoir of untapped resources, for these persons are largely by-passed by educational systems. Providing education for the disadvantaged is not easy; there are many problems in working with the poor.

Outreach

The poor are probably the hardest of all people to reach and to inform of the educational opportunities available. They may not read the newspapers in which community colleges advertise or listen to the radio stations on which we place spots. Recruiters from institutions are often middle class persons who are trying to communicate with people who represent essentially a different culture. More effective means of reaching the disadvantaged must be developed.

Motivation

Poor people who do know about local community colleges and technical institutes apparently do not see the institutions as being relevant to their needs, as evidenced by the relatively small proportion of them who have applied for admission. How can they be encouraged to come; how can hope be given to someone who has always known disappointment after disappointment, failure after failure?

Perhaps they envision our institutions as another hurdle in their way rather than as an opportunity. Furthermore, can they be expected to give up time and money for training which may not end in a job of their choice? This problem is particularly acute in the Coastal Plains Region where there is a shortage of skilled jobs available.

The motivating force of a job, while important, does little to interest an individual if he is intimidated by school or training or if he knows he will receive little additional compensation for the training. The institutions must discover how the poor feel and what they want instead of basing training solely on economic demands. Even if their desires seem to be unrealistic, these attitudes do exist and must be considered in planning programs.

Relevancy

Courses taught to the disadvantaged student in the same manner as to the middle class student usually do not relate to the student's own real-life experiences and are, therefore, ineffective. The disadvantaged learner has his own type of understanding and may learn differently from the typical, academic student. While limited perhaps in his ability for abstraction, the disadvantaged student is richly experienced in the practical and mundane, more sophisticated in social realities, and endowed with more of an "earthy" understanding than an aesthetic appreciation for the world (Webster, 1966). Curricula must be based on this special understanding of the poor. Not only the curriculum goal (i.e., employment) must be relevant to the individual's life style, but the process also must motivate and interest the student.

Fantini and Weinstein (1968) point out that "the majority of teaching energies are devoted to developing technologies to get pupils to learn things for which they have little use or concern". The curriculum offered the student must be based on where and what the student is and what he wants. As Friendenburg says in The School Dropout:

> To reach the dropouts and give them a reason for staying, the school would have to start by accepting their "raison d'etre." It would have to take lower class life seriously as a . . . pattern of experiences, not just as a contemptible and humiliating set of circumstances from which every decent boy and girl is anxious to escape. (Quoted in Fantini and Weinstein)

The life styles of the disadvantaged must be accepted as the point of departure for learning experiences, needs, and expectations. As a public institution, the community college has the challenge to serve all people.

REFERENCES - Topic 2 - Part II

Webster, Staten W. (ed.) The Disadvantaged Learner: Knowing, Understanding, Educating, Chandler Publishing Company, San Francisco, 1966.

Fantini, Mario D. and Weinstein, Gerald The Disadvantaged: Challenge to Education, Harper and Row, N.Y., 1968.

Job Interests and Perceptions of Training

The first step to providing training for the disadvantaged is to try to understand their attitudes and feelings. As long as we continue to give failing grades to the poor because they do not measure up to our traditional tests, as long as we condemn them because they do not measure up to our traditional tests, as long as we condemn them because they are concerned only with the fundamentals of learning, we shall continue to lose them as students and as important contributors to our society.

Through some of the responses, attitudes of the poor have emerged which point to areas of basic non-understanding by the traditional educator. Programs and services for the disadvantaged must be developed upon an authentic understanding of their life styles.

The belief that poor people are happy where they are is obviously absurd. When asked to choose the job they would most like to have, the majority chose different jobs from what they now hold. Only a few of these respondents felt they would not need training. Although many were not sure of what job they would like, the fact that only 10.6 percent wanted the same job that they now have is an indicator of dissatisfaction. Attitudes of the positions and jobs they often can obtain are manifested by these remarks by two women, "any job but domestic work". Many of the responses indicated rather high ambitions, such as to be doctors, lawyers, elected government positions, etc.

In spite of the evidence that the disadvantaged maintain

certain ideal goals and jobs, they are still deeply imbedded in the everyday business of living. For example, 40.5 percent said that they would take lower paying jobs which did not require training. It is possible that training is intimidating to the disadvantaged who have traditionally not been successful in an academic environment. Immediate reality is obviously more important than long distance goals which may not be attained. This finding is reinforced by the fact that more unemployed and older (46-60) people would take the immediate job with no training than employed and younger (18-30) people; security is tenous to the unemployed and the older person.

Since in every case except one the most important aspect of living was getting more groceries for their money, the urgency of basic life functions should be even more evident. How can educators expect the poor to be interested in training if their stomachs are empty? Only the young people (18-30) place having a job skill as most important. It would seem perhaps that the poor do not relate job skills and getting groceries. However, it should be remembered that eating is necessary <u>now</u> and acquiring a job skill takes time.

<u>Reaching the Young People</u>

All through the questions the most positive responses from the point of view of education have come from the 18-30 age group. More young people than any other group would take training instead of an immediate, lower paying job; only the young people ranked having a job skill before getting more groceries for their money; more young people had considered taking training at an institute.

They also had some of the higher ambitions for job goals. Surprisingly, the 18-30 age group perceived themselves higher on the job position scale than the 46-60 age group. Perhaps they were actually able to obtain better jobs, or they simply have not been in their same positions long enough to lower their self-perceptions.

These results are encouraging in terms of the potential of the poor for obtaining adequate training, employability, and input into society and the economy. All hope has not been drained from them yet.

But how many of these young people can solve interfering problems or will come in on their own initiative? The Community College must learn how to find these young people. They must be provided with necessary support services. They must be offered challenging, relevant training before their hope is stifled by the immediate realism of mere existence.

Nontraditional Methods

Any training must be presented in a way that the student can best learn. Learning theory and innovative teaching methods have shown that almost anyone can learn if the information is presented in a way that relates to the individual's own type of understanding. The disadvantaged must understand that they will not be penalized academically as they have been before. Fear of academic learning was seen quite often in comments such as these by respondents only in their forties: "My head is too hard to learn," and "I didn't learn anything when I went to school, I wouldn't learn anything

there either." The Community Colleges is not a traditional educational system and this must be made known.

Job Placement Efforts

The disadvantaged recognize their training deficiency; 44.3 percent of those who had trouble finding a job credited their difficulty to insufficient training. But if a person is to give up valuable time, lose potential income, and deal with other difficulties in coming to the institute, the training must have results. This is particularly true for the disadvantaged. Results show that a large number of the respondents would take training without pay that would lead to a better job, even in the 46-60 age group. However, the job is evidently the key, for only one third would take training without assurance of a job after training. The aesthetic value of training means little to the disadvantaged.

It is also interesting to note that of those who have asked for help in getting a job, over one half asked a friend or relative. The Community Action agencies also were frequently asked about job placement. The poor evidently look where they feel comfortable and are accepted, unfortunately not always the best places for results. Perhaps the feeling of many was expressed by this response to the question of where they asked for help: "I don't know how to do that."

An embarrasingly small number have asked a technical institute or community college about jobs, even if the number who had taken training there is considered. Institutions must be more concerned with job placement and must coordinate closely with local employers.

If the community colleges and technical institutes offer training, they must be accountable for the people they train; especially the poor who need help in the middle class world of work. Every effort should be made to successfully place trainees. More job developers and placement counselors should be hired if necessary.

Use of Extension

Of the respondents indicating they would have problems in going to the local institute almost one half pinpointed transportation. Most of the respondents would go either only one mile or 10 miles for training. Similarly, most would take training for either 6 weeks or 2 years. The latter results suggest that the institute might channel the disadvantaged into some of the shorter programs by preconceived expectations. Apparently, many are willing to take some of the longer programs. It should be noted that most people chose either the shortest or the longest training period and the closest or the greatest distance.

With the many hurdles facing him, the disadvantaged person, in many cases, cannot afford to take long term training or go long distances to receive it. It is also questionnable how many of those who show interest in long term training could afford to take it without help.

Short term skill training is recommended as one direction in programs for the poor. If the disadvantaged could see a goal in the near future, and if it did not seem so impossible to reach, then perhaps he could begin to make the actual connection between job skills and a better life. After completing a short term course,

the poor person may feel encouraged enough to pursue longer training.

Extension courses can provide skill training for those who cannot give up a lot of their time, for those with financial and child care problems, and for those without transportation. Because classes could be held in the local community, more of those who do not feel comfortable at the school itself might be more disposed to come. In addition, the goal would not be so distant as to discourage the trainee. Broadened extension programs could offer as much and more service to the disadvantaged as any other aspect of the Community College System.

TOPIC 3 - PRESENT RESOURCES AVAILABLE

Listing of present resources available on local, state and federal level. Taken from Motivation Project Final Report, Part III, pp. 66-107.

BUREAU OF APPRENTICESHIP AND TRAINING --
U.S. DEPARTMENT OF LABOR

Objectives:
To safeguard the welfare of the apprentices.
To promote and develop apprenticeship programs in private industry to meet skilled manpower needs.

MANPOWER DEVELOPMENT TRAINING ACT

Objectives:
To contribute to the economic improvement of unemployed persons, so that they can become self-supporting.
To provide skill through institution and O.J.T. training which the trainee could not otherwise obtain.
To direct training toward specific labor demands in the job market.

PUBLIC SERVICE CAREERS

Objectives:
To train disadvantaged and handicapped persons to become qualified aids to professionals.
To alleviate critical national shortages of professional personnel.
To open additional career avenues not otherwise available to economically disadvantaged persons.
To train in fields which will benefit the poor; such as education, health, government, or public safety.

WORK INCENTIVE PROGRAM

Objectives:
To equip welfare recipients to obtain employment and become independent of public welfare aid.

JOB OPPORTUNITIES IN THE BUSINESS SECTOR
(National Alliance of Businessmen)

Objectives:

To hire, train, and retain hard-core unemployed and under-employed persons.

To enlist the resources of private industry to meet the problems of hard-core unemployment in major urban areas.

MANPOWER DEVELOPMENT CORPORATION

Objectives:

To plug gaps in present manpower services by working with the Department of Community Colleges, the Employment Security Commission, the Department of Conservation and Development, other appropriate state and local agencies, and private industry.

To increase productivity and improve per capita income through development of the state's neglected manpower resources.

To experiment with and develop a variety of manpower programs, including transportation, motivational training, mobility, and computer information programs.

MDC AND LENOIR COMMUNITY COLLEGE

Objectives:

To demonstrate in a community college setting the full range of manpower services requirred by the disadvantaged.

To train disadvantaged persons for employment.

To map plans for spreading the demonstration throughout the community college system.

VOCATIONAL REHABILITATION

Objectives:

To develop the physical, psychological, social, vocational and educational potential of handicapped individuals so they may successfully funciton in an occupation commensurate with their abilities.

STATE DEPARTMENT OF SOCIAL SERVICES
(Programs with Motivational Components)

Objectives:

To provide

Financial aid to certain categories of needy persons

Social services to families and children

Medical care for specified needy persons

Licensing of certain institutions and organizations

Specified services to jails and detention homes

FAMILY PLANNING PROGRAMS

Objectives:

To provide family planning services for women who want these services but whose needs are not being met.

To provide for more uniform standards of family planning programs and to develop evaluation methods for these programs.

COMMUNITY MENTAL HEALTH PROGRAM
(Franklin County)

Objectives:

To provide an effective preventive mental health program for a rural county with limited financial resources.

To supplement and assist local groups and agencies with community mental health services.

To make available education, information, and consultation programs in mental health.

To provide direct relief for emotional and mental health needs which cannot be met by existing community resources.

U.S. DEPARTMENT OF AGRICULTURE EXTENSION SERVICE
NUTRITION AID PROGRAM

Objectives:

To provide information about food preparation and nutrition needs to low-income families.

COMMUNITY DEVELOPMENT

Objectives:

To increase family income.

To improve home and surroundings.

To provide youth activities that will promote desired youth growth.

To improve communities through cooperative community projects.

FARMERS HOME ADMINISTRATION

Objectives:

To provide credit and management assistance when otherwise unavailable to rural residents and thereby to strengthen family farms, improve rural communities and alleviate rural poverty.

TRI-COUNTY FARMERS ASSOCIATION, INC.

Objectives:

To form a marketing organization for particular groups of farmers.
To increase the income of these farmers.

COMMUNITY ACTION AGENCIES

Objectives:

To assist local communities to mobilize resources for combating poverty.
To stimulate innovative programs and activities.
To provide for more effective organization of services to neighborhood and community levels.
To increase the participation of the poor in programs which affect them.

HEADSTART

Objectives:

To improve the health and physical abilities of poor children from ages of three to six years.
To develop their self-confidence and ability to relate to others.
To increase verbal and conceptual skills.
To involve parents in activities with the child.
To provide social services for the family of the child.

RCA-CADA FAMILY DEVELOPMENT PROJECT
(Radio Corporation of America,
and the Choanoke Area Development Association)

Objectives:

To provide for total family development, rather than to train only the head of the household while his family continues previous habits.
To develop the total immediate environment of the family.
To change attitudes of the family rather than job placement.

WAYNE ACTION GROUP FOR ECONOMIC SOLVENCY: PROPOSED PROJECT

Objectives:

To provide a comprehensive manpower program for all needed services, including outreach, counseling, training, and placement.
To provide services according to individual needs and deficiencies.
To change attitudes, both of trainees and within communities.
To develop experimental and innovative programs for motivational training.

DEPARTMENT OF PUBLIC INSTRUCTION

Objectives:

To provide for a more diversified curriculum in the middle grades (6-8) by offering introductory vocational courses and vocational guidance.

To stem the drop-out rate through a more relevant curriculum.

To offer occupational training to prepare students who do not plan to attend a 4-year college.

REGIONAL EDUCATIONAL LABORATORY FOR THE CAROLINAS AND VIRGINIA

Objectives:

To conduct educational research.

To recommend experimental, innovative educational programs.

To develop educational methods and techniques for colleges.

To bring about constructive curriculum and instruction changes in colleges.

NORTH CAROLINA STATE UNIVERSITY ADULT EDUCATION DEPARTMENT LEARNING LABORATORY

Objectives:

To develop a systems approach to adult education.

To do basic research on learning strategies.

To develop multi-media approaches to facilitate learning by adults.

AFRICANA ART GALLERY

Objectives:

To show representative works which have been and which are being done in black art.

To introduce various areas of the arts (painting, dancing, drama) to disadvantaged black and white children.

To assist in developing artistic skills which could lead to future income.

KITTRELL COLLEGE

Objectives:

To provide educational opportunities which will enable black students to increase their earning capacities.

To provide compensatory experiences to overcome previous deficiencies and deprivations in educational opportunities.

To equip students with basic skills for effective communication, and to encourage them to appreciate music, art and literature, and to help students develop abilities in science and in the areas of business and management.

To provide students with an understanding of American political and social institutions, the role of minority groups , and to provide opportunities for their leadership in community and student sponsored activities.

ECONOMIC DEVELOPMENT ADMINISTRATION, U.S. DEPARTMENT OF COMMERCE

1. REGIONAL ECONOMIC DEVELOPMENT COMMISIONS

Objectives:

To promote the economic development of an area through a partnership of local, state, and national efforts.

2. EASTERN (CAROLINA UNIVERSITY REGIONAL) DEVELOPMENT INSTITUTE

Objectives:

To contribute toward understanding and facilitating regional development.

To increase employment opportunities, increase incomes, and raise standards of living for the people of Eastern North Carolina.

INDUSTRIAL EXTENSION SERVICE (N.C. State University -- School of Engineering)

Objectives:

To assist in the State's economic development.

To utilize the technical capabilities of the School of Enginering for the people and the industry of North Carolina.

To offer assistance, information, and educational programs.

INDUSTRIAL DEVELOPMENT COMMISSIONS

Objectives:

To provide for economic development of the county.

To induce new industries into the county.

To develop existing industries.

BUSINESS DEVELOPMENT CORPORATION OF NORTH CAROLINA

Objectives:

To provide financial assistance to businesses that are beginning operations in North Carolina.

To advance the business prosperity and the economic welfare of the state by assisting new businesses and rehabilitating existing businesses through loans or investments.

To provide loans of a nature or term which would not ordinarily be taken by other financial institutions.

NORTH CAROLINA COUNCIL OF CHURCHES MIGRANT PROJECT

Objectives:

To raise the standard of living of migrants and other seasonally employed farm laborers through job training, job placement, development of cooperatives, counseling, self-help housing, home improvements.

TOPIC 4 - STUDENT PERSONNEL SERVICES

Part I

This part taken from Motivation Project Final Report, Part II, pp. 14-21.

COUNSELING THE DISADVANTAGED

Introduction

Counseling, while important for the traditional student, is paramount to successful education for the disadvantaged student. The counselor takes an active part in the learning process, and no program for the non-traditional student should be considered unless a counseling plan undergirds all other aspects.

Why is this so? The disadvantaged student comes to the community college or technical institute with a staggering number of problems which never seem to get solved (Moore, 1970). Problems include all areas of living: family stability, basic needs, living accomodations, a place for work free of distraction, and so on. Many, perhaps most, problems are not academic in nature; but they do block academic progress. If these students are to succeed, counseling services must be adequate and oriented to their needs.

A report by the Educational Policies Commission lists four major objectives of education (quoted from Arbuckle, 1960).

1. Objectives of self-realization
2. Objectives of human relationships
3. Objectives of economic efficiency
4. Objectives of civic responsibility

Three out of four are not academic in nature. The counselor's role is inherent in each of these objectives.

Objectives of Counseling

Arbuckle defines counseling as the process by which the counselee can come to understand himself so that he can solve his own problems. The disadvantaged person faces many problems in education, and he often requires services different from or more intense than the traditional student.

For disadvantaged persons many problems could be solved by a bitter adjustment between them and their environment, no small undertaking to the disadvantaged. Here the counselor's role is not to stand as judge and moralist and to force his own value system upon the student, but to accept the student's value system while helping him to see what will be required of him in the world of work. This adjustment can only be accomplished as the student develops confidence and trust in others and faith in himself.

For problems involving emotions and feelings, the emphasis should be on the individual, and not on the problem. On the other hand, the disadvantaged student also runs into many problems which can be solved by obtaining the required information. For example, he may not understand a bill he received or the finance charges; he may have transportation or financial problems. The disadvantaged student requires constant support and encouragement in the insecure, academic world.

The objectives of counseling the disadvantaged, then are:

1. To recruit and enroll the student in an appropriate program.

2. To help the student adjust to the academic environment
   -- by giving sincere support
   -- by helping him to relate to other people
   -- by helping him to gradually understand the demands on and expectations of him
3. To acquaint the student with occupations and to help him determine his interest and abilities
4. To help him find success; to believe in himself

If the above objectives are accomplished, that abstract term called "motivation" will probably already have occurred.

Following are several suggested areas of concentration in counseling the disadvantaged and in helping them to succeed in the educational process.

Special Areas in Counseling the Disadvantaged

Teacher Counseling

Faculty counseling could do much to relieve counselors of some of their many responsibilities. Occupational guidance by teachers would particularly be helpful. Also, the teachers have more direct contact with the students. This direct contact not only gives them great influence over the students, but enables them to observe students more closely. Teachers also can best explain qualifications needed to obtain employment in their fields.

Moore feels that disadvantaged students may develop a closeness to the counselor, but he feels that teachers generally do not care about these students. Improved interpersonal relationships facilitate academic learning; indeed this often provides the necessary motivation for the disadvantaged.

To bring about better relationships between teachers and students, counseling training should be an inherent part of preseason faculty workshops. Professional counselors could give

training on what to look for in advising and guiding the student.

Teacher training for the disadvantaged might include:

1. Type of student involved
2. Attitudes and behavior of the disadvantaged
   -- cultural background
   -- academic background
   -- perceptions of education and the world of work
3. Pre-employment attitudes which the disadvantaged must learn in order to become successfully employed
4. Need for a supportive environment
5. Helping students gain a favorable self-concept
6. Need for relevant courses of study
7. Complete requirements and objectives of any course or program
8. Teacher attitudes toward the disadvantaged
9. Methods of working with the disadvantaged
   -- individual self-paced study
   -- role play
   -- group dynamics
   -- personal and group dynamics

Teachers of most remedial programs have been self-taught. Successful methods are hit upon by chance. In general, successful methods have been developed. However, it is a mistake to group all disadvantaged students as having the same problems and deficiencies and abilities. Like traditional students, they are diverse in all ways. In dealing with them, the teachers and counselors must be flexible.

Outreach Counseling

Outreach counseling is important for those who are not aware of an institution's programs or who have not made a definite step toward enrollment.

Training for outreach personnel should be similar to that for faculty guidance. Outreach persons must be able to present information so that it will be favorably received by the disadvantaged. They should be well informed about opportunities at the institution in order to answer any questions.

Persons doing outreach must be able to communicate with the target population: rapport must exist from the start. They must be sensitive to the attitudes and interests of the person. Counseling in the home is the first step to the eradication of false hopes and the establishment of real possibilities for the poor. Persons indigenous to the local area of ethnic group are generally the most effective outreach workers. However, others are also effective if disadvantaged people find them "believable."

Pre-enrollment Counseling

Pre-enrollment counseling should be emphasized for those who have shown interest in the school. The initial interview is the most important; counseling should be available prior to entering school. A student's interests and abilities must be determined before he ever enters a course.

The school should provide pre-enrollment orientation. Being familiar with the physical environment would help the disadvantaged in adjusting to a program. A student should be completely aware of all requirements, services, costs, and financial aid before he begins a course.

It is recommended that methods other than written tests be given to determine the student's interests and abilities. For example:

- A look at his demonstrated achievements or failures and the circumstances surrounding them
- His past and current activities
- His own hopes and desires
- More intense pre-enrollment contact and counseling

If tests must be used, they should be carefully selected for their objectives; students should be made aware that these tests

have no effect on entrance or grading. Test results should not be handed out freely to teachers.

Over a period of time, performance on these tests should be correlated with course work and job performance. Once local norms are established, these tests could be an invaluable source of occupational guidance. However, these tests should not be used to "peg" or stereotype students; they should be for guidance only. Interpretation of tests must be done in a consistent manner by qualified personnel. And, finally, it should be kept in mind that tests can "lie," especially with the disadvantaged.

Occupational Information

The disadvantaged student needs to have occupational information pointed out to him. He is often not aware of his abilities or the requirements of certain occupations. He should become aware of certain aspects of the world of work. Norris, Zeran, and Hatch (1960) suggest the following:

1. Occupational structure
2. Trends in the world of work (and what they mean)
   -- supply of workers
   -- demands of goods and services
4. What is required and expected

Work requirements may be more familiar to the traditional middle class student but are foreign to the disadvantaged.

For any occupation, a student should know:

1. Nature of the work
2. Qualifications
3. Preparation necessary
4. Conditions and locations of work
5. Employment outlook (and types of employment)
6. Wages and opportunities for advancement

Working with Established Agencies

Continuous contact should be maintained with State agencies and volunteer groups which could help the community colleges and technical institutes to serve the disadvantaged.

Employment Security Commission
Social Services
Department of Health
Vocational Rehabilitation
Department of Mental Health

Many of these agencies have their own counselors. Agency personnel could be most useful in referrals to our schools if they know what to look for and what the requirements are for various programs in Community Colleges and Technical Institutes.

Agencies could provide information on the background of individuals, their interests and abilities, any limitations, and their needs. Accurate information of this type, could save community college and technical institute counselors and teachers a great deal of time.

Certain agencies could also help with long-term counseling and guidance in personal problems. Perhaps an agreement with the Mental Health Department could be arranged for special guidance of students with more serious problems.

Many aspects of living must be dealt with: finances, personal appearance, health, family relationships, transportation, etc. Supportive services, so necessary to the poor for the successful complition of their program, can often be provided by some of the agencies or through local volunteer groups.

Group Counseling

Group counseling gives the student a chance to express himself with student support. For the disadvantaged student this can be an excellent and perhaps a first opportunity to express himself in a new setting. Group counseling is always student centered, somewhat of a reversal in the educational process.

The poor student is concerned with how he looks from the outside in, for he has never looked good from the inside out (Moore). Perhaps peer support in a group setting will help him to adjust to his environment and to accept himself.

Objectives of group counseling are:

1. To give the student a chance to express himself
2. To provide peer group support
3. To provide interpersonal bonds through discussion of common problems
4. To help the student adjust to the present environment and to projected futute positions
5. To give the student the feeling of control
6. To facilitate self-acceptance

Areas or topics which might come under scrutiny are:

1. Problems encountered in adjustment to the new environment
2. Any personal problems they might with to share or discuss
3. Academic or course-related discussions
4. Work or job adjustment

Only qualified persons should conduct counseling groups. Persons with serious problems should be referred to more specialized and qualified people.

The Community Colleges could provide a valuable in-service training function by holding training sessions for Student Personnel and teachers in group counseling techniques for the non-traditional student.

IMPLEMENTING THESE PROGRAMS

Many of the activities suggested here are already being carried on in various Community Colleges or Technical Institutes. Often times our institutions are engaged in: (1) Counseling by faculty members, (2) faculty workshops in counseling, (3) outreach, (4) pre-enrollment counseling, (5) occupational guidance, and (6) group counseling.

However, much more in-service training is needed for both counselors and teachers at our institutions if these many functions are to be performed adequately.

Secondly, more counseling personnel at both the professional and para-professional levels, are vitally needed if the requirements are to be met for working with the disadvantaged. Present ratios of 1 counselor to 250 students are clearly inadequate to deal with this deficiency, two options are available: (1) to hire more counselors, or (2) to develop methods by which regular teachers and para-professionals can assist on counseling.

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Arbuckle, Dougald S., Teacher Counseling, Addison-Wesley Press, Inc. Cambridge, 1950.

Moore, William, Against the Odds, Jossey-Bass Inc., San Francisco, 1970.

Norris, Willa, Zeran, Franklin, and Hatch, Raymond, The Information Service in Guidance, Rand McNally and Company, Chicago, 1960.

TOPIC 4

Part II

The following is a summary of the peer counseling and human potential counseling programs which were presented at the second OEO Workshop.

Peer counseling - is essentially student orientated in that a select group of students are trained by professional counseling staff at an institution to work with their fellow students. For a complete description of this program contact: Claude Ware, Program Director, Los Angeles City College, Peer Counseling Program, July 1970.

GROUP DYNAMICS APPROACH IN REDIRECTION OF MOTIVATION

by

James R. Couch, Dean of Student Affairs

Spartanburg Junior College, Spartanburg, S.C.

I. Philosophy

Group dynamics is placed at the center of the curriculum for disadvantaged students to provide redirection of motivation. Our basic philosophy in dealing with deprived students is that all people are motivated and that the key to learning for these students is redirection of their motivation. The group develops with the student a relationship of genuine concern by meeting him in a person-to-person encounter. The student becomes aware of his own feelings as he observes and hears the expressed feelings of the group. The group dynamics experience is built on the

following assumptions:

1. Each student is capable of achieving success, and the key to success experiences is the discovery of the student strengths.
2. Everything the student expresses is considered important regardless how trivial it may seem.
3. The student is the authority on the information which is being shared.
4. The student is not competing with other students but is sharing information which the student has experienced.
5. The student does not have an imposed standard to be achieved which reduces the imposed fear of expectation.

II. Technique

In the group sessions each student describes the most successful and unsuccessful experiences of his life. Dialogue first develops around the topics: the nature of success and reasons for failure; and from this point, the students relate the successful and unsuccessful experiences within the home, school, church, dating relashionships, peer groups, personality,etc. The following questions are asked:

1. What was the experience?
2. Where did the experience occur?
3. When did the experience occur?
4. How did the experience occur?
5. Why did the experience occur?
6. What was your feeling after the experience?

After each student relates his most successful and unsuccessful experiences to the group, the dialogue then shifts to experiences which are affective and abstract and less cognitive and factual.

Each individual in the group relates experiences of love, joy, hate, rejection, acceptance, loneliness, depression, happiness, etc. The following questions are asked:

1. What was your first love experience?
2. Where did your love experience occur?
3. When did the love experience occur?
4. How did the love experience occur?
5. What was your feeling during the experience?

III. Rationale

There seems to be redirection of motivation through relating information about a subject they know--themselves. Often the students come to the realization that their problem is one of normal adolescent adjustment or they see that they are much more fortunate than others. As they learn more about themselves, they become confident of their strengths and are more likely (and more able) to do something about their weaknesses. Most students respond favorably to the experience because they feel for the first time like an authority on a subject which is being discussed. The total experience is built on the acceptance and trust of every individual. The group becomes sensitized to the students' feelings of fear apprehension, apathy, hatred of authority, and personal inadequacy; and an attempt is made to redirect this energy into constructive channels. The group atmosphere becomes one which encourages responsibility, maturity, freedom of expression, and reduction of fear. Everything the student expresses is treated as important.

Furthermore, empathic understanding provides a sensitive awareness of the students' feelings and expressions. Teachers and counselors who relate with deprived students must have some understanding of deprivation, rejection, or domination in the learning process. This allows identification between the learner and teacher/counselor to become stronger and facilitates learning.

Group Dynamics is designed to provide as much positive reinforcement as possible. A climate of experience is created which produces trust, confidence, understanding, feelings of adequacy, and above all, freedom. The objective of the group experience is to help the student progress to a point at which the motivation to adjust, to learn and to develop is not the counselors' or teachers', but his own. The following objectives are used in the establishment of group interaction.

1. Initially, the group assists the student in understanding failure as a normal experience in life, and that failure is a relative rather than absolute experience. Each student is encouraged to look for alternatives to NO, NEVER, and CANNOT through introducing the Alternatives of MAYBE, SOMETIMES, and HOPING. The objective is to provide an experience which will enable the student to think positively about himself.

2. A success experience is provided as soon as possible.

3. Success is also dealt with as a normal experience of life, and the group refers back to the experiences to which students have referred earlier and point out successes.

4. It is not the objective of the group or counselor to remove the student from his environment but the objective is to help him understand it.

5. Another objective is to help the student to understand other alternative environments, but it is the students' decision and choice through discovery as to whether his environmental situation is good or bad. The student makes the choice to leave or remain. Students, who recognize some strong points of a disadvantaged environment, may return to help strengthen the weaknesses and to assist others in his family and community to better understand and improve themselves and their environment.

TOPIC 5 - INSTRUCTIONAL ASSISTANCE

This section includes a list of books on developing self-instructional materials and writing behavioral objectives. In addition, a list of college instructors who have developed individualized instructional materials is also included.

Books on Developing Self-Instructional Materials

Johnson, Stuart R. and Johnson, Rita B. Developing Individualized Instructional Material, 1970.
Westinghouse Learning Press
2680 Hanover Street
Palo Alto, California 94302
(order blanks available from the Johnsons at RELCV)

Herrscher, Barton R. Implementing Individualized Instruction, 1971.
ArChem Company Publishers
P.O. Box 34507
13103 Conklin Lane
Houston, Texas 77034

Mager, Robert Preparing Instructional Objectives, 1962.
Fearon Publishers
2165 Park Boulevard
Palo Alto, California 94300

Mager, Robert Developing Attitude Toward Learning, 1968
Fearon Publishers.

Cohen, Arthur M. Objectives for College Courses, 1970
Glencoe Press
8701 Wilshire Boulevard
Beverly Hills, California 90211

Banathy, Bela H. Instructional Systems, 1968, Fearon Publishers.

Plowman, Paul D. Behavioral Objectives (Teacher Success Through Student Performance)1971
SRA, Science Research Associates
259 East Erie Street
Chicago, Illinois, 60611

Maxwell, John and Tovatt, Anthony (Eds.) On Writing Behavioral Objectives for English, 1970
National Council of Teachers of English (NCTE)
508 South Sixth Street
Champaign, Illinois, 61820

Botts, Robert E. and Reed, Donald R. Individualized Instruction, 1970
Lucas Brothers Publishers
distributed by College Book Store
3413 South Hoover Boulevard
Los Angeles, California 90007

Additonal Materials developed by the Junior College Staff of RELCV

Johnson, Rita B. Improving Instruction, 1971
Tryout and Revision Procedures, 1971
Packet of Worksheets,1971

COLLEGE INSTRUCTORS DEVELOPING INDIVIDUALIZED INSTRUCTIONAL MATERIALS

ENGLISH
Rose Scrivner, Kittrell
George Wilkerson, JTCC
Flora deHart, Louisburg
Doris Weddington, CPCC
Pat Wyatt, SWVaCC
Umphrey Lee, Louisburg
Steve Beck, SECC
James Helvey, DCCC
Diana Nichols, NVCC
[redacted]
Betty Hudson, CPCC
Grace Eva Atkinson, CPCC
Annette Randall, CPCC
Mary Jane Yarborough, CCTI
Tom Griffin, CPCC
Lucy Mooring, Mt. Olive
Edith Vann, Mt. Olive
Al Wright, Louisburg
Odessa Ragland, Kittrell
Martha Linney, Mitchell
Katherine Cline, Mitchell
Aileen Fitzpatrick, Mitchell

PSYCHOLOGY
Richard Morgan, Mitchell
Allen deHart, Louisburg

MATHEMATICS
Caroline Costelloe, Mt. Olive
Ed Grigsby, SECC
Roy Bass, Kittrell
Grady Snyder, Louisburg
Bill Harper, SECC
Gene Mercer, Mt. Olive
Glenda Beck, DCCC
Bert Smith, CCTI
Jim Foster, CCTI
Ralph Brown, SWVaCC

SCIENCES
Arthur Meyer, CPCC
Tommy Brown (Biology), Kittrell
Seth Washburn (Biology, Louisburg
Doug Long (Anatomy) GTEC
Marion Martin (Physical Science), SECC
Willis Brown (Zoology), Mt. Olive
Lorelle Martin (Botany), Mt. Olive
Ray Caldwell (Biology), CPCC
William Cheek (Biology), CPCC
Charles James (Biology), DCCC

ART AND MUSIC
Jim Davis (Art and Music), Kittrell
Julia Kornezay (Art), Louisburg

OCCUPATIONAL
Percy West (Drafting), CCTI
Claud Hunter (Auto Mechanics) CPCC
Bill Smith (Veterinary Med. Tech.) CCTI
Mary Jane Young (Textiles), Marymount
Betty Biggs (Cosmetology), SECC
Howard Herring (Media), Kittrell
James Latham (Mech. Tech.) DCCC
Don Patten (Diesel Eng.), CCTI

BUSINESS
Francis Wrape (Account.), CCTI
Lois Parton (Office Mach.), CPCC
Elenor Garrett (Bus. Comm.), CPCC
Betty Sherrill (Shorthand), Mitchell
Jack Ervin (Law and Insurance), SECC
Dennis Sloan (Accounting), Mitchell
Carolyn Kelly (Bus. Math) Mitchell
Roy Smith (Bus. Math) Mt. Olive

SOCIAL SCIENCES
Steve Herman (West. Civ.) Mitchell
Wilbur Carr (Sociology), DCCC
Bill Garner (Sociology), Kittrell
Wayne Benton (West. Civ.) Louisburg
Bob Butler (Sociology), Louisburg
Jim Adams (Economics), SECC
Claud Moore (History), Mt. Olive
Kelen Sharpe (History), SECC

FOREIGN LANGUAGE
Jean Francois (French), Kittrell
Cancio-Bello (Spanish), Louisburg
Candy Woods (French), JTCC
Antoinette Wike (French) DCCC
Sam Sink (French) SECC
Susan Mitchell (Russian) NVCC
Daphne Helms (Spanish) Mitchell

RELIGION
Richard Morgan, Mitchell
Russell Stott, Louisburg
Walt McDonald, Louisburg
Paul Kercher, Montreat-Anderson

NURSING
Jean Campbell, CPCC
Pauline Ashley, SECC
Eleanor Hoose, SECC
Mary Berry, SECC
Ann Odom, SECC
Juanita Yarborough, DCCC

DCCC - Davidson County Community College, P.O Box 1083, Lexington, N.C. 27292

JTCC - John Tyler Community College, Drawer T, Chester, Virginia 23831

CPCC - Central Piedmont Community College, Charlotte, North Carolina 28204

NVCC - Northern Virginia Community College, 833 Little River Turnpike, Annadale, Virginia

Kittrell - Kittrell College, Kittrell, North Carolina 27544

Mitchell - Mitchell College, P.O. Box 867, Statesville, North Carolina 28677

SECC - Southeastern Community College, P.O. Box 151, Whiteville, North Carolina 28472

Louisburg - Louisburg College, Louisburg, North Carolina 27549

SWVaCC - Southwest Virginia Community College, Richlands, Virginia 24641

Mt. Olive - Mount Olive Junior College, Mount Olive, North Carolina 28365

CCTI - Central Carolina Technical Institute, Sanford, North Carolina 27237

GTEC - Greenville Technical Education Center, Box 5616, Station B, Greenville, South Carolina 29606

Marymount - Marymount College of Virginia, 2807 North Glebe Road, Arlington, Virginia 22207

Montreat-Anderson - Montreat-Anderson College, Montreat, North Carolina 28757

46/47/48

TOPIC 6 - SUMMARY OF PRESENT PROGRAMS AND POLICIES

*Summary of Information Taken from Base-Line Data Reports for OEO - EDT Project

Schools participating in the Second Phase of the Project	EDT Leader	Title
Lenoir Community College	Tim Britton	Chairman, Dept. of Sociology and Anthropology
Caldwell Community College	Tony Deal	Counselor
Gaston College	George McSwain	Dean of Instruction
Rockingham Community College	Jack Garber	Director of Developmental Studies
Surry Community College	James Templeton	Dean of Instruction
Wayne Community College	Charles Poindexter	Dean of Instruction
Coastal Carolina Community College	John Gay	Dean of Student Affairs
Southeastern Community College	Walter McCraw	Academic Dean
Johnston County Tech. Inst.	John Hobart	Dean of Student Personnel
Central Carolina Tech. Inst.	Jim Foster	EDO, Mathematics Instructor

* In addition to the above schools, Davidson Community College and Central Piedmont Community College will also participate this year. Since we did not receive the base-line information from these schools on time, it cannot be included in this summary and will be sent out at a later date.

REMEDIAL/DEVELOPMENTAL PROGRAMS

A. Philosophy

In some cases rather elaborate "special" programs have been designed for non-traditional students. In other cases, however, a separate R/D program is not identified and students with learning difficulties are encouraged to participate in "regular" classes. One school is attempting to eliminate their separate R/D program and non-traditional students will attend regular classes and receive credit. In all cases, however, special help is provided in one form or another for non-traditional students -- R/D classes, individual tutoring, individualized instruction, learning labs, etc.

B. Courses

Generally developmental English and mathematics are offered. However, other types of courses are available in a few special programs. Usually, these are courses in psychology (interpersonal communication, personal development, guidance, etc.). One school plans to offer independent study plus an elective into its core curriculum (these courses are proposed in a final EDT plan). Another school offers a philosophy course as part of its special R/D program.

C. Grading Policy

These policies are quite variable and depend on the type of program offered. In general most of the schools have adopted (or are attempting to adopt) non-punitive grading policies for R/D courses. Some of the schools use 3 letter grades A, B, C plus an

I (Incomplete). Others simply use an S and U; one school simply gives an I.

D. Type of Credit

Again policies on offering credit, no credit, and institutional credit vary not only between but, also in some cases, within schools. In two schools regular credit is offered, in another institutional credit is given. In the remaining schools no credit is given for R/D courses, but there appears to be a movement to offer credit (one school will offer 5 regular credits for a developmental math this summer). In one school, if a student successfully completes the developmental English sequence, he is given credit for one regular English course (the first in the regular sequence).

E. Number of R/D Teachers

In the ten participating schools there are a total of 19 R/D full-time instructors and 24 part-time.

STUDENT PERSONNEL SERVICES

A. Personnel

Job titles in this category include the following; Counselors, Dean of Student Personnel Services, Director of Remedial and Developmental Programs, Dean of Student Affairs, Remedial/Developmental specialists, Field Representative, Registrar and Director of Advancement Studies Programs.

B. Job Descriptions and Time Alloted

(See summary tables that follow)

C. Placement

Criterion used for student placement in R/D programs:

past academic record
personal interview
results of various standardized tests

The tests that are used in various schools include the following:

School and College Aptitude Test (SCAT)
California Reading and Language Test
Cooperative English and Mathematics Test
Scholastic Aptitude Test (SAT)
Lennon Otis J.I.Q.
General Aptitude Test Battery (GATB)
Tennessee Self Concept Scale
Nelson-Denny Reading Test

INSTRUCTION

A. Staff

The number of full-time instructors in the ten institutions is approximately 440. In addition, there are about 30 part-time faculty members.

B. Individualized Courses

A total of 38 instructors have individualized (packaged) a complete course. In addition about 40 teachers have packaged portions of a course.

However, several institutions have participated in 2 1/2 day workshops on self-instruction sponsored by Junior College Division of RELCV this spring. The institution will host an instructional workshop this summer. Therefore, the number of instructors packaging courses should increase this coming year.

C. In-Service Workshops

All but one of the schools hosted at least one in-service workshop in the 1970-71 academic year. Several schools hosted 3 workshops, one school had six.

D. Outside Workshops

A total of 181 faculty members participated in outside workshops this past year.

ADMINISTRATION

A. Basis for Teacher Promotion

1. Informal Evaluation
2. Formal Evaluation
3. Student Evaluation
4. Performance of Students
5. Tenure

Breakdown:

1-8 schools
2-6 schools
3-4 schools
4-2 schools
5-5 schools

Most schools used a combination of these criteria for promotion.

B. Formal Policy on Accountability

Six schools had no formal policy, two had "informal" policies, two were attempted to develop formal policies on accountability for student learning.

C. Formal Policy on Individualized Instruction

Five schools had no formal statements. Two schools had informal policies, two schools were developing formal statements and one school had a definite formal statement on individualized instruction.

R/D Programs

SCHOOL	TYPE OF CREDIT			R/D Teachers	
	Regular	Inst.	No Credit	Full time	Part time
Coastal Carolina	x-If student passes D-Eng.gets credit for Eng.101			2	1
Southeastern			x	3	3
Wayne	x			4	6
Lenoir		x		0	5
Surry	MODS Regular R/D x-MODS		x-Regular R/D	1	2
Rockingham			development math given x-summer 1971-5credits	2	3
Johnston County			x	0	2
Central Carolina	No special program x	(Depends on level of the course) x	x	1	0
Caldwell		x		1	2
Gaston	x			5	0

Summary Base-Line Data Information May, 1971

SCHOOLS	FINAL PLANS	CATALOGUE	EDT LEADER
Coastal Carolina	To be sent	1971-72	John Gay
Southeastern	Plan 3	1970-71	Walter McCraw
Wayne	Plan 3	1970-71	Charles Poindexter
Lenoir	Plan 3	1970-71	Tim Britton
Surry	Plan 3	1969-71	James Templeton
Rockingham	Project Counter (with revisions)	to be sent	Jack Garber
Johnston County	(to be revised) Plan 3	1970-71	John Hobart
Central Carolina	Plan 3	1970-72	Jim Foster
Caldwell	Plan 3		Tony Deal
Gaston	To be sent	1971-72	GEorge McSwain

R/D Programs

SCHOOLS	NAME	SECTIONS	GRADING POLICY
Coastal Carolina	Eng.92-Develop. Reading Eng.100-Develop. English Math 91-Preparatory Algebra	9	I (Incomplete) until student ready for regular courses
Southeastern	Math. 98-Arithmetic Refresher Math 99 A&B-Development Math Eng. 94-95-96 Reading Improvement Eng. 97-98-99 Fundamentals of English	12	H-P-U (plan to have non-punitive in future)
Wayne	Preparatory Eng.-Eng.91 " " -Eng.92 " " -Eng.93 Math 91- Math 92- Preparatory Math 93- Math		A-B-C S-U
Lenoir	Eng.80-Reading Improvement Eng. 90-Developmental Eng. T-Eng.90-Developmental Eng. Math 91-Pre-Business Math Math 92-Elementary Algebra Math 93-Intermediate " T-Math 90-Pre-Technical Math		Non-punitive Student can withdraw from course
MODS Program Regular R/D Surry	MODS PROGRAM Freshman English General Psychology Intro. to Philosophy Personality Develop. & Expansion Regular R/D Eng. 090-R dia. Eng.	4	Varies with program student is in

R/D Programs

SCHOOLS	NAME	SECTIONS	GRADING POLICY
Rockingham	Eng.091-092-093 Vocabulary and Reading Develop. I, II, III Eng. 094-095-096-Grammar & Composition I, II, III Math 091-092-Develop.Math I, II Math 094-Develop.Math for Business 095 Student I, II, III 096		S-U
Johnston County	Spring Qtr. Eng. 084 Eng. 082 Fall Qtr. Eng. 091-2 sections Eng. 094 - 3 sections Math 091-2 sections Winter Qtr. Eng. 094 - 1 section Eng. 092 - 1 section Eng. 095 - 1 section	12	E-excellent G-above average S - minimum grade I-needs additional work
Central Carolina	No special R/D program set up-"nontradition" students are in regular classes		
Caldwell	Eng. 090 - Reading Eng. 091 - Grammar & Composition Eng. 092 - Speaking & Listening Math 088&089-Basic Math Math 090-Developmental Math	4 Eng. 4 math	A,B,C & I
Gaston	General Education Program Eng. 101 (composition) Eng. 103 (speech) Eng. 102 (Intro. to literature) Reading 101 Other Eng. 909-Preparatory Grammar & Comp. Math 081-082-Elementary Algebra Math 909-Intermediate Algebra		A,B,C & I

plan to introd. as part of EDT plan
Gu 090 ier...ion.

Psy. 092-Society Interaction
Is.. 090 091-092-Independent Study

IV090 - Introduction to Vocations

SPS

Schools	A-Personnel	B-Job Description
Lenoir	4-Counselors 1-Handicapped & Disadvantaged Counselor	x-Counseling, Pre-Admission Interviews and other
Johnston County	Dean of Student Affairs Secy.	Functions - Student recruitment, preparation evaluation, counseling, registration, student records, services, activities and placement
Central Carolina	Director SPS Registrar & Counselor Field Representative Secy.	x-Counseling, Pre-Admission Interviews and other
Caldwell	4 Counselors	x-Counseling, Pre-Admission Interviews and other
Gaston	1 Director Advancement Studies Program 5 Counselors	Extensive job descriptions provided under separate cover

SPS Schools	A-Personnel	B- Job Description
Coastal Carolina	3 Counselors	x-Counseling and Pre-Admission Interviews and other
Southeastern	1 Dean SPS 2 Counselors	x-Counseling and Pre-Admission Interviews and other
Wayne	5 Counselors (plans to add 2 more Fall, 1971)	x-Counseling and Pre-Admission Interviews and other
Surry	1 Director 2 Counselors 1 Registrar-Counselor	x-Counseling and Pre-Admission Interviews and other
Rockingham	Not available	Not available

SPS Schools	C-Time (1)	C-Time (2)	D-Placement	E-Recruitment Yes	No	Who?
Coastal Carolina	50%	50%	Academic record Standardized test S.e. status of parents Interview	✓		1-full time 5-part time (student) recruiters
Southeastern	45%	55%	Cutoff scores on placement tests	✓		Entire staff, counselors; plus special summer recruiting staff
Wayne	varies for each of 5 counselors		SCAT Lennan Otis J.I.Q. C alif.Reading & Lang.Inst. Academic Background/Interview	✓		-one student recruiter
Surry	10% 50% 25%	90% 50% 75%	SCAT Nelson Denny Reading Interview	✓		- Special program to recruit dropouts
Rockingham	not available	not available	Aptitude Test Psychological Test Post Academic Record ~~Interview~~	✓		- Mark Roscoe
Johnston County	15 hrs. per/wk	30.hrs. per/wk	Cooperative Eng. and Math Test Academic Record ~~Student Requests/Interview~~	✓		-Dean of Student Affairs & Administration & outreach specialists ~~employed part-time~~
Central Carolina	a-20% b-10% 30%	a-10% b-40% c-20% 70%		✓		- Field Representative Director;Dept. Heads
Caldwell	30%	70%	Academic Record SAT Interview ~~Math Test~~	✓		- Mr. R. Reid
Gaston	70%	30%		✓		- Ray Medford
Lenoir	40%	60%	Personal Interview Academic Record Student Requests;SCAT;Nelson-Denny Reading Test	✓		- student recruiter

INSTRUCTION

Schools	A-Staff Full Time	Part Time	B-Individualized Courses A Complete Course	Partial Course
Coastal Carolina	43	4	2	1
Southeastern	61	2	9	17
Wayne	72	variable about 12	6	about 10
Lenoir	90		5	4
Surry	28	15	1	5
Rockingham	65		2 R/D staff	
Johnston County	29	3	0	2
Central Carolina	27		9	4
Caldwell	28		1	7
Gaston	100		3	1

INSTRUCTION

Schools	C - In-Service Workshops	D - Outside Workshops
Coastal Carolina	3	3
Southeastern	1	21
Wayne	Disadvantaged-5 days plus 1 day RELCV overview	34-attended outside workshops 34-made outside visits
Lenoir	RELCV Instructional workshop None	10
Surry	3	23
Rockingham	One day writing behavioral objectives	
Johnston County	RELCV Instructional Workshop	7
Central Carolina	1/2 day-writing behavorial objectives	16
Caldwell	2	25
Gaston	6	73

ADMINISTRATION

Schools	Teacher Promotions 1	2	3	4	5	Formal Policies for Accountability	Individualized Instruction
Coastal Carolina	✓				✓	No	No
Southeastern	✓	✓	✓		✓	No	Yes
Wayne	✓	✓	✓			No	No
Lenoir		✓				No	No
Surry	✓	✓	✓			College Philosophy and objectives	Strong Administrative Support
Rockingham					✓	Being developed	Being developed
Johnston County	✓			✓		In process of developing formal statement	In process of developing formal statement
Central Carolina	✓					No	No
Caldwell	✓	✓	✓	✓	✓	No	No-Informal policy allows release time for instructors to package courses
Gaston	✓				✓	No	No

Key for answering questions on Student Personnel Services.
It would probably be best to have the director of your counseling staff answer these questions.

A - No. of Personnel

B - Job Titles (include a brief description of duties if the title is unclear)

C - Counseling Time - give a rough estimate of the amount of time spent by counselors in each of the following activities:

1 - Individual Sessions
Group Sessions

2 - Personal Problem Counseling
Administrative Work
Course and Job Counseling
Teaching

D - Brief description of the procedure used to place students into:
Remedial/Developmental Courses
Regular Courses

E - Recruitment Program
Do you have one: Yes/No
Who does the recruiting?

Key for answering questions on Instruction

A - Number of Present Instructional Staff
A- Full time
B- Part time

B- Number of Present Instructional Staff now individualizing Courses
Complete Course
Part of a Course

C - In-Service Workshops - list those held for instructional staff 1970-71 school year

D - Number of instructional staff who visited other schools or attended outside workshops 1970-71 school year

Key for answering questions on Administration

Teacher Promotions - What is the basis for promotion?

1 - Informal Evaluation
2 - Formal Evaluation (including forms)
3 - Student Evaluation (in the past)
4 - Performance of students (accountability for student learning concept)
5 - Tenure

Formal Policies - Are there any formal Board and/or Administrative policies regarding accountability for student learning or individualized instruction? If yes, send us a copy

TOPIC 7 - PROJECTED MODELS (Summary of final EDT Plans)

BEST COPY AVAILABLE

CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE

EDUCATIONAL DEVELOPMENT FOR THE NON-TRADITIONAL STUDENT

I. Problem: Fear of failure and/or a low self-concept results in a small percentage of enrollment and a high percentage of attritution among the non-traditional (high-risk) students.

Rationale: An institutional commitment to better serve the non-traditional student must directly attack the "failure image" which is deeply entrenched in attitudes and educational structures. This fear of failure (low risk-taking behavior) is a result of past social, personal, and educational experiences, and is to some degree perpetuated in the community college system.

The purpose of this project is to institute a pilot program designed to change the attitude of the non-traditional student, the instructor, and the administration and to create an educational milieu for success through educational innovations. A "success oriented" approach, using positive reinforcement and eliminating many failures, will hopefully motivate the student to strive for success academically and socially.

II. Target Groups: The target groups for this project will consist of the following:

(1) Non-traditional Student
(2) Faculty
(3) Administration

Rationale for target groups:

(1) Non-traditional student--The failure concept continues to be a strong operating force affecting the student's risk-taking behavior, goals, and academic success.

(2) Faculty--Many faculty feel that the non-traditional student is academically weak and that some failures are to be anticipated. These two attitudes could produce student failure.

(3) Administration--Administrators must be committed to alleviating the educational deficiencies of the non-traditional student.

III. Goals and Objectives

The end product of this pilot program is to increase the enrollment and retention of the non-traditional student. This project is based on the premise that fear of failure directly contributes to the low percentage of enrollment and retention of the non-traditional student. Therefore, the following behavioral objectives concerning attitudes and the following administrative objectives concerning school structures should be formulated.

A. Objectives of the Non-traditional Student

1. To increase self-confidence as measured by the Tennessee Self-Concept Scale.
2. To increase student participation in class discussions.
3. To increase student conferences with instructors.
4. To increase class attendance.
5. To increase involvement in student activities and elections.
6. To increase student involvement in recruiting and public relations.
7. To decrease students' changing from one curriculum to another.
8. To achieve maximum completion of programs attempted.

B. Objectives of Faculty

1. To increase faculty awareness of the non-traditional student.
2. To increase the number of faculty-student conferences.
3. To investigate and consider the use of the systems approach to teaching.

4. To increase the number of successful completions of courses without reducing requirements.

5. To consider the use of peer group counseling.

C. Objectives of Administration

1. To accept this pilot program as a project for this institution.

2. To provide the necessary administrative support for this program.

3. To eliminate failing grades of subjects in pilot program. Grading system of A, B, C, and I (Incomplete).

4. To create a policy allowing those in the program who are on work-study to participate in work activities which are academically and socially growth producing.

5. To consider the use of peer group counseling.

IV. Procedures: Procedure will be divided into two phases: (A) pre-program and (B) program.

A. Pre-program--The pre-program phase consists of: (1) presenting program to Instructional Committee for their consideration, (2) selecting the participants and staff, and (3) providing presentation session for those involved in this program.

1. Instructional Committee Disposition--Following approval of this program, appropriate administrative procedure will be initiated, including the selection of faculty members. Working within guidelines of procedures established by administration, the Educational Development Team will be responsible for the implementation of the program under the Department of Continuing Education. The team will consist of the Advancement Laboratory Coordinator, an individual designated by the Dean of Student Affairs, and an individual designated by the Dean of Occupational and Transfer Education.

2. Selection of Participants--Student personnel will select those students who are defined as non-traditional and recommend their enrollment in this program. Criteria to be used are past academic record, social-economic status, length of time lost attempting academic work, entrance exams, and current placement test scores.

3. Presentation Session for Faculty Involved in Program--This program will be presented first to those directly involved with its implementation, and then to the entire faculty and administrative staff of the institution. This presentation will ensue during teacher-orientation or some similar function.

B. Program--The program will be designed to effect the improvement of participating students in two areas: (1) educational (academic) improvement, and (2) personal, psycho-social development.

1. Academic Improvement--A complete full-time program consisting of those courses listed in the course curriculum will be offered. Each class will use classroom instruction and individualized studies. Each course will begin at that level which will most probably insure success. The quarter hours of credit earned for each course in this program is for institutional credit only and, as such, cannot be applied toward the diploma or degree. This credit will be considered only for the purpose of scheduling classes and computing charges.

2. Personal, Psycho-social Development--This section of the program will hopefully improve the self-concept of the students involved and make them feel more like "risking" academically.

V. Time Sequence: Pending acceptance of this proposal, the selection of the participants will take place during the summer of 1971. The pre-program presentation will be held during the orientation week before the beginning of the fall quarter. The program will begin with fall quarter and proceed through that academic year, or until all participants have met requirements for entry into the general curriculum courses.

VI. Evaluation: Pre-test and post test will be administered to measure changes where possible. Follow-up on future academic and social success of participants will continue until student has reached his educational goal at this institution or has withdrawn.

EDUCATIONAL DEVELOPMENT CURRICULUM FOR THE NON-TRADITIONAL STUDENT

Fall Quarter		Class	Lab	Credit
ENG 090	Reading	2	2	3
MAT 088	Basic Math	2	3	3
GUI 090	Orientation	1	0	1
PSY 090	Personal Development	3	0	3
IST 090	Independent Study	3	0	3
Winter Quarter				
ENG 091	Grammar and Composition	2	2	3
MAT 089	Basic Math	2	3	3
PSY 091	Family Interaction	3	0	3
IST 091	Independent Study	3	0	3
IV 090	Introduction to Vocations	2	0	2
Spring Quarter				
ENG 092	Speaking and Listening	2	2	3
MAT 090	Developmental Mathematics	2	3	3
PSY 092	Society Interaction	3	0	3
IST 092	Independent Study	3	0	3
Elective	(Credit or non-credit)	3	0	3

DAVIDSON COUNTY COMMUNITY COLLEGE
Dr. W.G. Sink
Mrs. Nancy Hughes
Mr. Sandy Carr

PLAN

Purpose

The objective of this proposal is to present follow-up activities to the initial plan (see Plan One on improving intra-institutional communications) which would strengthen and broaden current programs in the areas of recruitment and counseling of students at Davidson County Community College.

Plan

The initial phase of this plan calls for a meeting with the Dean of Student Affairs, college counselors, state community college officials, Associate Deans (Vocational-Technical, Adult Education, Academic Education) and Dean of Instruction in order to review present recruitment and counseling procedures and to present proposals recommended by the college Educational Development Team. These recommendations are as follows:

I

A. Dean of Student Affairs will reassess current relations between advisors and students in order to determine effectiveness of current counseling methods

B. Use of counselors as recruiters

C. Develop positive support from area junior and senior high school counselors through the establishment of an advisory council

D. Establishment of student recruiting teams utilizing college students in visitations to local junior and senior high schools in order to publicize programs offered at the college

E. Use of local school counselors and other agencies in the area to establish contact with potential and actual "drop-outs" and those with no future plans with the hope of drawing them into an appropriate college program

F. Implementation of an "Applied Psych" course in order to allow students the opportunity to discuss their feelings and problems openly- out of this the development of "peer counseling groups"

G. Evaluation sessions with state personnel in order get further suggestions for improvements that might be made in admissions procedures for students and the channeling of those students with dificiencies into a comprehensive developmental studies program

H. To impress upon faculty members the need for each to play the vital role as a "recruiter"

II To examine present functions of the public relations department in order to ascertain whether improvement or expansion of such services is needed in order that the college role in the community is better presented

CENTRAL CAROLINA TECHNICAL INSTITUTE

Prepared by:
Avron Upchurch - DOE
Jim Foster - EDO
Joan Bowling - guided studies instructor
Sue Cummings - student

PROBLEM: There exists at CCTI a need to increase the over-all communication on a free flow, two-way basin among students, faculty, administration and trustees. The students feel that all the instructors do not fully understand their problems from an individual viewpoint. Some students feel that their individual needs should have more consideration.

TARGET GROUP: Multi level group consisting of students, faculty, administration and trustees. Student is defined as any student regardless of academic level or curriculum.

OBJECTIVE:1. Instructor should be able to describe the background, strengths, and weaknesses of each of his or her students.

2. Increase the frequency of incidents in which students, faculty, administration and trustees engage in free open discussion on varied school related topics.

3. To reduce the attrition rate of all students.

EVALUATION:1. Upon request the instructors will be able to orally give the strengths, weaknesses and background of 90% of their students.

2. The number of meetings held where all parties participated.

3. Measure attrition rate quarterly, annually and at the end of the program.

SEQUENCE OF EVENTS: 1. Enlist the understanding and support for the general concept of improving communications by the administration, instructors, students, and trustees.

2. Appoint a committee composed of one student from the technical, vocational and remedial program, an instructor from each area previously mentioned, a counselor, the director of occupational education and a board of trustee member to develop criteria to determine how the students, faculty, administration, and trustees will be represented at the open discussion sessions between the groups mentioned.

3. Determine frequency of meetings of the group.

4. Develop an evaluative instrument that can be used by all persons affected by the group discussions.

TIME TABLE: 1. Start immediately to enlist the support for improving communications between students, teachers, administration, and trustees.

2. By March 15, 1971 appoint the committee suggested in item two under sequence.

3. Develop evaluative criteria mentioned in item two under sequence by end of Spring quarter, 1971.

4. Determine the frequency of meetings, and develop an evaluative instrument mentioned in item three and four consecutively, under sequence by the end of the Spring quarter, 1971.

5. Implement discussion group sessions during the Fall quarter of 1971.

LENOIR COMMUNITY COLLEGE

Billy Beaman
Tim Britton
Barbara Kazazes
William George

The Problem: Faculty do not understand what students are interested in, what concerns they have, what problems and decisions confront them, how they feel about learning.

Objectives:

1. To indentify subjects of interest to students.
2. To specify the concerns or problems students face.
3. To determine why students cut class, fail to complete assignments, avoid taking part in class discussion, do not consult instructors about their learning problems.
4. To determine what learning techniques students find most effective and what specific characteristics of a learning situation are most conducive to student success.
5. To communicate the information described above to all faculty members.

Plan: To have students develop a presentation that will reflect their interest, concerns, and feelings concerning education. This presentation may be used with the faculty to better aquaint them with our students. Also, it may be used with freshmen orientation.

Plan III

SOUTHEASTERN COMMUNITY COLLEGE
Walter McCraw
Bill Ball
Tommy Holland

INSTRUCTIONAL COMPONENT FOR NON-TRADITIONAL STUDENTS

I. Objective

A. To Individualize Instruction by use of the systems approach.

II. Procedures

A. Workshop for Selected Instructors.

re: accountability and behavioral objectives.

B. Departmental Planning

C. Ev-luation, Follow-Up and Revision (quarterly)

* Release time will be given to instructors to develop packages.

* Consultant services module

I. Peer Groups (Sponsored by S.P.S. office)

A. Selection
1. Voluntary

B. Formation
1. Leader (one)
2. six

II. Function

1. Improve student/student relationships.
2. Stimulate student involvement.

III. Peer Group Counselors

A. Selection

1. Choose from volunteers produced through "advertising".
2. Cross-sections

B. "Training"

1. Orientation regarding college and it's program
2. Group dynamics
3. Practice sessions

C. Scheduling

1. Weekly 30-minute sessions

IV. Evaluation

1. By counselors and counselees

SURRY COMMUNITY COLLEGE

E.D.T. Plan
February 12, 1971

PROBLEM

There seemed to be a failure to communicate on the part of the students, faculty, and staff; hence, a failure resulted to recognize the depth to which these students' attitudes were affected by learning.

RATIONALE

Some means of encounter must take place between students, faculty, and staff, -- an outgrowth of which would be a more honest, wholesome climate for learning. This is the critical area for the non-traditional student.

PRESENT STATUS

The atmosphere at Surry Community College began to reinforce this rationale with a student-prepared presentation to the faculty at the faculty workshop in September, 1971. The O.E.O. Conference has been influential in leading us at Surry Community College to other "student orientation" activities. A meeting was set up with members of the Board of Trustees, faculty, staff, and students for a brief "rap" session. (One trustee, three faculty members, one staff member, and three students made up a group.) The meeting was highly successful. Students have been put on college committees. As yet, they have not assumed the responsibility we would like them to exhibit.

A MODS Program has been developed whereby non-traditional students meet with faculty members fifteen hours per week. Areas of concern in this group are English, Human Relations, and Philosophy. Encounter sessions are frequent and these students seem to be gaining higher self-concepts because of it.

TARGET GROUPS

(1) Multi-level groups consisting of
- Students
- Faculty
- Administration
- Trustees

This group would be a steering committee type where ideas and plans are developed.

(2) Smaller groups consisting of
- Counselor
- Students
- Faculty

(This may change as a result of the steering committee decision.)

These groups would meet frequently; the only limit would be interest and the only restriction would be size. The counselor would act as the facilitator.

OBJECTIVES

(1) That faculty and administration will know the names of the students.
(2) Students to be involved in the learning situation.
(3) Students, faculty, and staff will be given the opportunity to discuss their attitudes and feelings openly and freely.
(4) To develop an attitude of trust between students and faculty.
(5) To foster constructive changes in the instructional program which would better suit the needs of non-traditional students.
(6) Reduce failures and drop-outs in the non-traditional group by meeting their needs.

EVALUATION PROCEDURES

(1) Question students--formally or informally--regarding faculty. (Knowledge of students, freedom to discuss, conferences, etc.)
(2) Checking course outlines by faculty relative to changes being made in courses.
(3) Request informal reports on small groups by counselors, students, and faculty.
(4) Check failure rate with non-traditional students.
(5) Check drop-outs in the non-traditional group from registrar's records.

SEQUENCE

Steering Committee would meet to be briefed and begin planning the program.

Small groups to meet and discuss the following:

Evaluation procedures
Changes on faculty-student level to be made and noted
Changes involving broader areas to be brought before a general committee

George Stockton
James H. Templeton
Thurman Hollar

WAYNE COMMUNITY COLLEGE 80
Dr. Charles Poindexter
Dr. Jan Crawford
Mr. C. E. Waller

PLAN THREE

I. PROBLEM

a. The need is to effectuate better communication among faculty, students and administration. Initially, the concern is to open more channels of communication for the student to convey his thoughts, ideas and problems in the instructional area to the faculty and administration. Ultimately, the concern is total involvement of students, faculty, and administration in the college community.

b. The program is to sensitize these persons to each others concepts of educational needs, the educational process and how to effectively meet the needs of the students who make up our community college. The differing backgrounds, educational experiences and expectations from college education build into the situation significant barriers to communication. These barriers must be eliminated.

II. TARGET GROUPS

a. The faculty, students and administration are the target. Particular concern is with the freshmen with less successful educational experience.

b. The faculty is a target because they are responsible for the learning situation in the classroom and lab. Awareness of the need for communication is the concern. The target student has not traditionally spoken up in the learning situation. He has been a passive rather than an active participant. Secondly, he has an unrealistic impression of what college is and can do for him. The administration is a target because the reason for their existance is to facilitate and coordinate educational experiences. These must meet the needs of the target students.

III. OBJECTIVES

1. Establish additional channels to provide the opportunities for improved communication.
2. Involve more disadvantaged students in Student Government.
3. Involve more students in interpersonal relationships with instructors, e.g.
   a. Instructors spending more time with the students and in their office.
   b. Instructors becoming involved in student functions including S. G. A. Committees and attending student social function.
   c. Instructors making more contact in the halls and other informal areas.
   d. Instructors displaying greater ability to call on students by name, in class, and out.
   e. Instructors sharing with Department Chairman and administrators information from and reaction to interpersonal relations with students.
4. Involve more students in interpersonal relationships with administrators. (Supply criteria from #3 above)
5. Develop faculty attitudinal changes toward the disadvantaged student.
6. To provide students the opportunity to become more responsible for informing and assisting present and potential students.
7. To inform the college community of the opportunities available through the college.

IV. EVALUATION PROCEDURES

1. Determine whether or not the channels, as set out in Section V, Sequence of Activities, are established.

2. Determine the number of persons from the target group who participate in Student Government.

3. (a) Observe instructors as to the time spent with students.

   (b) Determine participation in student functions.

   (c) Observe amount of personal contact.

   (d) Observe and question students about instructors' ability to call on students by name.

   (e) Recording the information and reactions from students channeled through instructors.

4. Determine students-administrators interpersonal relations. (Supply criteria from #3 above)

5. Administer Tennessee Self-Concept test as pre-test and post-test.

6. Have these opportunities been provided?

   Identify students enrolled through these efforts.

   Continue to check with students about the number and frequency of contacts.

7. Determine the number of news releases.

   Determine the requests for speakers.

   Determine the contacts made with PTA's, schools, and other groups.

   Determine the use of students in the recruitment and information process.

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V. SEQUENCE OF EVENTS

1. Introduced and discussed at the Administrative Council.
2. Introduced and discussed with the Student Government Association.
3. Introduced and discussed with Department Chairmen.
4. Introduced and discussed with faculty.
5. Detailed discussion at Departmental meetings.
6. Arrange for Student Government Association officers and the EDT team to discuss and involve target students. *(See Appendix)
7. Administer the Tennessee Self-Concept test to faculty volunteers.
8. Voluntary faculty workshop using attitudinal change and motivational package from Bell and Howell.
9. Post-test of Tennessee Self-Concept test.
10. Evaluation by EDT to determine progress and necessary modifications.

VI. TIME TABLE

First Month. #1-5 of Section V.

Second Month. #6-9 of Section V.

Third Month. #10 of Section V.

APPENDIX. Activities currently being considered.

1. Instructional roundtable.
2. Student Information Specialists.
3. Strong public information and relations effort.
4. Student sponsored faculty orientation.

INTERIM EDT PLAN

Currently under revision to include provision for an audio-tutorial communication skills program and revision of time table.

JOHNSTON COUNTY TECH.
John D. Hobart
James E. Barbour
Luther R. Massengill

I. PROBLEM

a. Definition: To better meet the total educational needs of all existing and potential students, especially non-traditional students, through more open two-way communication between students, faculty, admininstration, and others.

b. Rationale: Learning is recognized as involving cognitive, affective, and psychomotor behavior. Traditionally, greater emphasis has been placed upon cognitive and psychomotor learning in the technical institute or community college setting. Attention to the affective domain of the teaching-learning process has been traditionally minimized. Hence, this proposal is designed to involve all parties --teachers students, administrators, and others--in focusing greater attention upon the affective component of the total learning process.

II. Target Groups

A. Who: Existing students, especially non-traditional students; potential students; faculty members and administration.

b. Why: To improve the experiences of all people involved in the learning process, and thereby increase the effectiveness of the total educational program at J.C.T.I.

III. OBJECTIVE

1. To enroll more students, especially non-traditional students.

2. To reduce attrition of students, especially non-traditional students who are more likely to withdraw.

3. To increase number of students who experience success in satisfying course objectives.

4. To increase the flow of interpersonal communication of feelings between students and faculty members and thereby increase understanding and acceptance of students and their specific needs.

5. To increase the number of individual conferences voluntarily initiated by students.

6. To increase the number of informal conversations between students and instructors outside of class, in contrast to more formal individual conferences in the instructor's office.

IV. EVALUATION OF PROCEDURES

1. Use quarterly enrollment report compiled by the Office of Student Affairs.

2. Use quarterly drop-out reports with attention to distinctions between definite and apparent reasons for withdrawal.

3. Use evaluations of student progress toward course objectives (grades). J.C.T.I. has adopted an E,G,S,I,W system excluding traditional D and F grading concepts.

4. Conduct weekly survey of faculty members to determine numbers of conferences and informal conversations with emphasis on estimates and impressions rather than strict counts in order to remove the threat of a rating system.

5. Use of "en masse" anonymous student responses to a critical incident technique questionaire designed to identify very successful and very unsuccessful examples of communication of feelings between students and faculty members. Results are shared only by the classes and are to be discussed as a part of the wrap up of the course.

6. Conduct periodical evaluations with peer counselors and students to determine effectiveness and suggest improvements.

Student ratings and "rap sessions" will be used with peer counselors.

V. PROPOSED PLAN OF ACTION

1. A coordinated recruitment program will be developed to reach out and bring in more students from the population base served.

   a. Administration, faculty, students and part-time outreach specialists to be involved.

2. Instructional techniques will be modified to assure that more students meet course objectives and fewer students drop out.

   a. The systems approach to individualized instruction and/or other innovative methods will be carefully examined as the basis for deciding upon where and when modifications offer the best chances for enhancing student learning.

3. Increasing inter-personal communication between students and instructors will be encouraged.

   a. Instructors schedules will be reviewed with the idea of possible revision to allow adequate time to develop and implement more individualized instruction by systems or other approaches.

4. A peer counseling program will be implementated.

   a. Student volunteers will be selected and trained forst on a pilot basis and, if successful, then on a general basis.

   b. Emphasis will be on training peer counselors in informal techniques and approaches for helping fellow students learn to make use of the rewources available within the institute, solve routine problems and define their own identity.

   c. Consideration will be given to utilizing the College Work Study Program to compensate peer counselors.

5. The existing financial aid program will be reviewed with the purpose in mind of making more information about financial aid available to non-traditional students.

   a. Peer counselors will be involved in dissemination of information.

   b. Outreach specialists will be trained in how to present information on financial aid.

   c. Program refinements will be made to increase effectiveness.

VI. SEQUENCE OF EVENTS

1. Present proposed plan to institute president and administrative staff.

   a. Discuss and revise as indicated.

2. Present proposed plan to faculty.

   a. Discuss and revise as indicated.

3. Present proposed plan to students.

   a. Invite reactions and revise as indicated.

   b. By use of small group discussion techniques, seek to involve students in the final plan of action.

      1. Attempt to gain accptance by encouraging participation

      2. Clarify roles in accountability for learning.

4. Select and train peer counselors.

5. Implement peer counseling program on pilot basis.

   a. If successful, expand to serve entire institute's student body.

6. Collect and interpret evaluation data.

7. Revise plan of action as indicated by evaluations.

8. Continue phases of plan found to be successful and feasible for future operation of the institute.

VII. TIME TABLE

1. February, 1971 - present plan in its final proposed form to president and administrative staff for approval or modification.
2. March, 1971 - present plan to faculty for acceptance or revision.
3. April, 1971 - present plan to students for discussion in small groups.
4. April, 1971 - begin implementation of plan.
5. April, 1971 - selection and training of peer counselors; to be completed by May 15, 1971.
6. August, 1971 - complete initial implementation of plan.
7. September - December, 1971 - full scale operation with evaluation of results.
8. January, 1972 - review of Fall Quarter results and adjustment.
9. April, 1972 - review of Winter Quarter results.
10. June, 1972 - planning for 1972-73 academic year.

It has been found that this time table was overly ambitious for our limited staff and faculty at this time. However, general agreement has been obtained for:

1. Expansion of counseling staff beginning this summer.
2. A broader recruitment program, which is now operational via a special group of outreach specialists.
3. Establishment this summer of an audio-tutoiral communication skills program for all occupational students.

TOPIC 8 - OTHER INFORMATION

Dr. Oscar Mink's articles

Oscar G. Mink, Ed.D, is presently director of the Senior College Division of the Regional Education Laboratory for the Carolinas and Virginia, Durham, North Carolina. He has served as director of the Division of Clinical Studies (under the Department of Counseling and Guidance) at West Virginia University. While in the position he was very instrumental in establishing a State (West Virginia) Rehabilitation Research and Training Center.

Dr. Mink has had considerable experience in T-group methods as well as reality therapy techniques, utilizing the latter with the disadvantaged in a job corps center.

Control Expectancy and Learning for Mastery in Teaching for Work Adjustment with the Socially Disadvantaged

Oscar G. Mink

Introduction

Work adjustment success represents the predominant social goal of men in the United States culture and is becoming increasingly important for women. At the same time, the growing complexity of society with concomitant impersonalization, family institutions and parental over-involvement with economic concerns--as opposed to family life--coupled with the many existing cruelty systems such as racial discrimination, poverty and hunger have created in the United States a significant population of psychologically and socially deprived or disadvantaged children and adults.

Characterized by feelings of powerlessness, worthlessness, alienation, inappropriate adaptive behaviors--delinquency, hostility, unrealistic levels of aspiration, lack of problem-solving skill and experience--persons from all ethnic groups in the lower social strata find themselves clearly among the ranks of the physically and mentally handicapped. Ehrle (no date) in reviewing similar trends has concluded,

> To summarize then, . . . it would seem that our social structure is geared toward growing increasing numbers of individuals with limited ego strength, uncertain personal identities and weak internal control over their behavior. They are further disadvantaged by a limited facility in dealing with symbols as well as by few saleable skills to feed into an increasingly complex technology.

Ehrle goes on to point out that typical approaches to behavior modification or change-oriented teaching on the verbal level tend to fail since the underlying assumptions of "verbal corrective" efforts are that " . . . (a) the individual must feel that he is loved for himself and despite himself as a precondition to cognitive learning, (b) the individual possesses verbal skill, (c) he has internalized controls over his behavior and (d) he is motivated and will assume personal responsibility for changing his behavior as a result of insights gained" (Ehrle, no date). Further Ehrle makes the point that increasing use of "work" rather than "words" approaches to change client behavior has significant implications for work adjustment trainers. The power in the use of work apparently rests in its high social approval pay-offs and the psychological effects resulting from the pay-offs received when a man demonstrates to himself that he can master his environment.

The ability to master one's environment, however, seems more closely tied to one's sense of internal control to manage pay-off than to the concept of motivation as it is normally defined. In addition, teachers skilled in the systems approach and the

concepts of mastery of learning-oriented instruction have long emphasized careful behavior sequencing to insure both student success and active involvement in learning. Apparently much rehabilitation success or an increased number of case closures can be gained by work adjustment teaching. This instruction is most effective when it takes cognizance of the control expectancy concept and strategies for systematic teaching for mastery prototypical of much high-quality vocational education. These notions are the key concepts examined in the following sections.

Locus of Control

Locus of control or internal-external locus of control refers to a person's expectations regarding his own ability to derive pay-off or success from his environment. If he perceives that he can control his own pay-offs he is considered to have an internal control expectancy. If he perceives that welfare, God, society or other uncontrollable forces determine his behavior, he is said to have an external control expectancy.

MacDonald (1970) states:

> Some time ago a social psychologist by the name of Fritz Heider spoke of the contingency relationship between can and try (Heider, 1958). A person doesn't try if he does not believe he can. One personality variable which appears to be especially relevant to this issue is internal-external locus of control (Rotter, 1954, 1966). People who believe that they have some control over their reinforcements are called 'internals.' That is, they consider the source of control over their fates to be at least partly within themselves. In other words, they believe that they can. Those who believe that

> their lives are controlled by luck, chance, fate, or powerful others, are labeled 'externals.' When it comes to doing something to control their reinforcements, they do not believe that they can.

MacDonald, who has undoubtedly made the most extensive review of the control expectancy literature, has formulated several postulates regarding factors which may influence client efforts to or not to take advantage of rehabilitative opportunities. These are as follows:

1. Personal effort to overcome obstacles is characteristic of a high internal control orientation.
2. Success in trying to overcome obstacles causes shifts away from external to more internal control orientations.
3. Increased effort in learning is related to internal locus of control.
4. Initiative is related to internal locus of control.

MacDonald's (1970) discussion of the three major disability categories (social disadvantagement, physical disability, and emotional disorders) suggests definite probability that the individual's valuing process is influenced by control expectancy. For example, clients having strong internal orientations are more likely than externals to emphasize emotional disorders over physical disabilities. It appears that externals place a high value on physical intactness. On the other hand, an emotional disorder seems comparatively more threatening to the internal. Perhaps the value placed by internals (I's) upon capacity for

generating behavioral directionality, leading to desired pay-offs, makes emotional disorder more disabling. In short an internal's right arm may well be in his head--the place from which he manages rewarding behavior.

Miller's (1970) review of the internal-external locus of control literature suggests that the performance of physically, mentally, and socially or culturally disadvantaged persons in rehabilitation programs and with subsequent employment assignments may be adversely affected if the client perceives that he cannot control his reinforcements. Conversely, if a client perceives that he can control his pay-offs by experiencing measured success, his control expectancy may shift toward internality.

The expectancy of pay-off constitutes one basis for a client's investment of his efforts toward learning, social betterment, and work. It clearly has a significant influence on the nature and quality of his goal-oriented behavior. Many factors which seem highly correlated with successful coping in the current complex environment are apparently interwoven or interdependent.

Tseng's (1970) work provides counselors and teachers concerned with work adjustment with compelling evidence of the necessity and importance of successfully aiding clients in the development of higher internal control expectancy. Clients with high I scores demonstrate improved job proficiency, as well as more highly developed personal qualities relating to employability and job success. The quick grasping of new ideas, conscientiousness, moderation, and calmness all appear to be related to high I

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scores. In addition, qualities like assumption of responsibility, need achievement and resultant satisfaction with training--invaluable work assets--have close association with an internal locus of control (Tseng, 1970).

Teaching and Counseling for Work Adjustment

Apparently, the greatest single current teaching need in work adjustment programs would be the development of appropriate intervention strategies which would be effective in raising clients' expectancy levels. One strategy toward the establishment of higher internal control orientations in clients is touched upon by Walls (1970). Counselor and other client modeling behavior coupled with carefully sequenced steps toward mutually agreed-upon learning objectives could be efficacious in developing an internal orientation just as they were effective in developing delay capacity or preference in Walls' series of investigations. Under this paradigm, graded success would be possible only if the counselor and client had enough insight to enable the client to set realistic goals, that is, goals commensurate with client potential and skill. In turn, it would appear that the steps toward these goals should be concrete and clearly identified for the client in order to enable him to experience the pay-off of his mastery when it occurs.

Learning-oriented counseling groups would appear to be one likely medium for providing role models. Groups oriented to

utilization of reality therapy or reinforcement models* might prove most productive. The need for client-established or negotiated directionality and frequent pay-offs for progress made by clients is provided for by these models. Both establish concrete plans or steps toward rehabilitation work adjustment objectives and have been proven in rehabilitation settings (Jackson and Smith, 1970).

A systematic approach to work adjustment teaching following the above models becomes an integrated function of teaching and counseling. In order to insure an operational system prior to the first class sessions, a layout of feedback and feedout procedures with respect to all staff should be made as a part of an overall environmental design. Sources of information from other program elements should be clearly defined; counselors should know what they are going to do with the information which they get from students; the information system should be checked for speed and for adequacy. For example, an incident report

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*The need to use reality therapy or reinforcement counseling may not be entirely true. Williams (1970) obtained before and after measures on 120 participants (undergraduates, administrative staff and faculty) in a weekend laboratory conducted at Pennsylvania State University. His findings are quite provocative. He reports statistically significant external-internal shifts using T-group methodology. Approximately one-half of his group leaders were well-qualified, behaviorally oriented counselors who were somewhat skillful in reinforcement methodology. The others were expert in T-group or laboratory techniques. Williams' findings are consistent with the author's clinical observations.

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system should be very rapid. One means of accelerating the relaying of information in the residential program could very well be the use of electronic dictaphone equipment with a centralized receiving set and sending sets located in the office of each residential worker. A typist sits at the central set and transcribes incident reports as they are recorded. She in turn distributes them to the appropriate teachers, counselors and concerned program people. This incident report system is based on the ground rule that every incident report that is dictated will be dictated in front of the student, and it has the potential of becoming an effective communication device.

Counselors could also provide, upon initial contact, a psychological boost to students in terms of long-range involvement with the program if they would apply some of the findings of Goldstein (1962) on patient-therapist expectations. One revelation is as follows: If the patient coming to therapy expects things to be worse than they actually are, then his emotional reaction to this first contact is euphoria or one of genuinely good feelings and excitement. For example, if counselors wanted to insure that the student's first contact with the learning community program would result in good feelings, then the counselors could help the student to develop an expectancy that the community program is going to be tougher than in actuality. Creating low expectancy level is a particularly good device for the teachers to use as they establish their own small tutorial groups. They can develop

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an expectancy level with students that the small group is going to be especially difficult or painful at times; in so doing, they could guarantee that the first encounter with the small group will be seen as good and will lead to positive emotional reactions.

Students entering a program in any setting come to that setting having recognized either implicitly or explicitly some kind of deficit within themselves. Their wish to be involved in a program is based upon a need to master some skill or subject matter or to develop specific vocational skills. Although any institution in which students enroll will be modified to some extent by the student body itself, the institution must have objectives and goals which are reasonably specific and to which the student is expected to adapt. Due to errors in selection and the nature of the process which brings students and programs together, there are bound to be many students who find themselves for the first time in a program feeling little or no commitment to the program itself and having a hazy picture regarding the characteristics of the program and its goals, i.e., what it is (in behavioral terms) that a secretary must be able to do and what aspects of a given program will help the student develop secretarial behaviors.

Thus, the primary purpose of the initial teaching-counseling contact is to focus on the establishment of commitment on the part of the students and on the part of the staff in terms of helping each student achieve that set of objectives within the

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institution which he must achieve to complete the program successfully. In turn, the student must be able to compete successfully in the next stages of his development. The student's work behavioral repertoire (work adjustment) at the completion of the program must be adequate enough to enable him to adapt to his next work station in life.

Students must be required to make a commitment to the program and to accept the basic premises on which their new psycho-social world operates. These premises in a community employing reality oriented teaching-counseling are the following: (a) honesty, which refers to the constant sharing with the appropriate person or persons all pertinent, relevant, meaningful facts, and (b) responsibility and objectives, or a state of willingness to make commitments to program goals and to live up to these commitments. Students must understand what is meant by the terms honesty and responsibility. Experience has indicated that perhaps the use of the terms themselves may be offensive if they are not clearly defined and clearly understood. After the students have made a commitment, then the staff must in turn make the same commitments to the students. The second major event that must occur in the student's life, therefore, is an experience with staff reciprocity. The staff directs to the students real commitment to mutual rules. For most staff people, this entails merely calling their attention to implicit commitments they have already made, but with some staff members, the process of establishing commitment to the

objectives of a given program may constitute a difficult task. It is particularly true when the method of obtaining program objectives is specified. Before teachers and counselors engage in obtaining student commitments, they need to insure concomitant staff commitments from colleagues. This point cannot be overstressed. It is a valuable first step in establishing staff accountability for student learning outcomes. It is the beginning of a formulation of staff-student interdependence and a learner-oriented environment, and it has been proven to be critical to program success (Mink, 1970).

The third event that should occur during the initial contacts and interviews involves another commitment. The teachers and counselors need to make this one to the students with respect to when they are available and how they can be reached. Staff can qualify their time commitments in any way they wish, but these commitments should be definite and should be made clear to the student.

The fourth event that should take place is the very careful description of steps that the students need to take in order to reach the program objectives which are appropriate to them. Each program component should have its objectives specified. Students themselves can keep track of their own progress in reaching objectives that are set down. Objectives should not be in the minds of teachers nor should they be hidden in some kind of curriculum document, but they should be clearly specified

and readily available to the students. The requirements that are necessary to reach a given objective or set of objectives need to be sequenced into easily identifiable steps. A good analogy is the Boy Scout who knows the steps to follow to become an "Eagle Scout." If Scouts attend their meeting regularly and follow their Scout Handbook, they know just which merit badges they can select in order to become Eagle Scouts, and as they work to complete a merit badge, they can keep records of their own achievement.

Administrators should stress teacher accountability by asking teachers to work on the basis of a performance contract. Under these conditions, teachers are paid for student success and penalized for student failure. It is assumed that when students have failed to learn the teaching-learning system is at fault. Staff have probably failed to design, sequence, and perform the tasks related to insuring learner success in meaningful work adjustment teaching.

Vital to the overall success of the program is the careful review and systematic analysis of the entire social learning environment. The student who is socially inadequate--unable to succeed at work adjustment--needs help from the teaching environment. The teaching process in work adjustment training is to enable the learner to become more self-directed and internal. The student must gain the personal strength to face at least three complex handicaps in the greater society--early learned

anti-social behaviors which have been handicapping, broad and complex social settings that do not provide adequate or consistent feedback, and a social system which lacks a consistent and uniform set of mores or codes so that moderate risk-taking and problem-solving skills are required in order to develop a functional set of appropriate social responses, e.g., knowing the risks of confronting the boss with his benzedrine addiction.

The Concept of Mastery

All the criteria for total success in a given work adjustment program must be clearly explicated and visible to the student. The means for determining criterion performance (performance standards) must be not only clearly defined but also objective and governed only by actual student behavior. Evaluation means must never be arbitrary or influenced by non-relevant considerations, such as assumptions regarding student motives, personality, or attitude unless, of course, they are clearly specified as behavioral objectives. Even so, these objectives must be related to work adjustment requirements and again clearly explicated to students, thereby enabling the student to engage in self-assessment and evaluation. Each student is evaluated by himself against the performance criteria. Students' performances are never compared.

Good behavioral sequencing in the instructional design should enable each student to move from the level of work adjustment skills possessed at the time of program entry to the established

performance standards. The learning objectives are constant, but the amount of time needed to achieve the skill levels or objectives required by the performance standards varies from student to student. Criterion performance, not time, is the compelling or determining consideration.

According to this scheme, the achievement of all performance standards required for a given job or vocation would make the student eligible for job entry. The basic strategy being advocated is systematic design of several vocational skill development sequences which are arranged in steps from the simple to the complex. These successive developmental steps terminate at a predetermined set of performance criteria which represent the complete cluster of required work adjustment skills for a given job or work role.

Summary

The most appropriate established teaching system for students who enter the work adjustment program with an array of deficiencies developed through years of failure or partial failure and who don't try because they don't believe they can is a learning and learner-oriented instructional system. The keys to success in such a program are several and these include systematic design of the total learning environment and provision for multiple levels of entry into carefully ordered instructional sequences. These sequences range from the very simple to the performance

standards of entry level requirements in a given vocation. In addition, intensive staff involvement with and commitment to the students both personally and in the form of administrative accountability are advocated along with a detailed analysis for the goodness of fit between student learning or work adjustment needs and the objectives of the work adjustment teaching program. The final result is a supercharged and highly effective learning environment capable of developing complex performance skills.

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